

All-Asian school likely after GLC plan

by Caroline Haydon

An East London school could become totally Bengali because of Greater London Council's plans to concentrate Asians in particular tower blocks in this area.

Robert Montefiore, Secondary School, where Conservative education spokesman Rhodes Boyson was once head, is in the heart of the Springfield area of Tower Hamlets, near blocks which the Conservatives plan to earmark for Bengalis.

Now controversy over the housing plan, said to be favoured by Bengalis who prefer to live close together to protect themselves from violence, has extended to its effect on local schools.

Robert Montefiore, most likely to be affected, is already under threat of closure because of drastically reduced entry. Nominally a five-form entry comprehensive taking in 150 children aged 11 every year, its intake fell to 44 pupils—fewer than 11 forms—last September.

Headmaster Mr Manabendra Mitra estimates the number of Bengalis in the school at about 60 per cent, and fears the number could shoot up to 100 per cent if parents move to the flats near the school.

If parents want to move here because they feel safer they may also want to send their children to school within walking distance, he said.

"The school could change character completely and become no more than a language centre," Mr Mitra is against the GLC proposals because he believes they jeopardise the chances of proper social integration of Bengalis.

Robert Montefiore has a number of difficulties. It is split-site, with an annex more than 80 years old which—as officials put it—has "limitations by present-day standards".

As well as the reduced intake,

which has brought numbers down to fewer than 500 in a school with capacity for 850, there is a marked imbalance between the number of boy and girl entrants. In the past three years only 12 girls a year have transferred to the school from feeder primaries, because local Asian families prefer single-sex schools for girls.

The school is also unusual because a high number of immigrant children move in to the area and join over the age of 11. And it has a large number of children rated of low ability by Inner London Education Authority test standards.

Even so, there was a strong consensus among staff and parents that the school should be kept open and morale was good, said Mr Mitra. "This is the only school right in Spitalfields and it should be kept open," he added that local people

also rejected an alternative plan by ILA to keep a small school on the site as part of a community centre.

Other options include the closure of the school and the reopening of the premises as an English language, adult education or community centre, said an ILA spokesman. The authority is now meeting interested parties before indicating which option it prefers.

A spokesman for the Commission for Racial Equality said an all-Bengali school would be "acceptable" provided there had been no racial discrimination involved in the process of achieving it.

He said: "We are primarily concerned with the quality of educational provision in schools whatever the concentration of minority groups."

There were no schools with a 100 per cent minority population, he said. The highest concentration was around 60 per cent.

Danger and dirt found in maintenance survey of Birmingham schools

The state of schools in Birmingham reveals a catalogue of danger, dirt and potential disaster, according to a survey by the local branch of the National Union of Teachers.

Blocked, leaking lavatories, unsafe electrical fittings, leaking roofs and dangerous playgrounds are listed in the 20-page survey on school conditions, published this week.

The roof of one primary school has leaked for three years. And in another primary school, a teacher reports that "constant dampness so affected the plaster ceiling that just over a year ago an area of about one square metre crashed down, exposing the wooden understructure of the roof."

"Nobody was injured since we had about 60 seconds warning as a miniature waterfall appeared. That section of the roof no longer leaks, but the ceiling has not been repaired."

Elsewhere, rainwater drips down the light cable in one teacher's office. Another says that water seeping through the gym roof has put over half the lighting out of action. And a school hall on the first floor of a building has no fire escape.

The survey also reveals that a secondary school has fire doors which open the wrong way and fire exits through stockrooms which have to be kept locked.

There is evidence of schools not complying with the school premises regulations. Two cubicles and one urinal serve 120 boys in one building; 91 girls use four cubicles.

A middle school states: "The Upper School urinal leaks, causing a very strong and unpleasant smell. The male teachers' lavatory in another school has been locked for at least eight months. Drains overflow into the playground of a primary school."

The local NUT urges Birmingham to put a massive amount of money into school maintenance and repair.

Redbridge beats the Williams deadline by a few hours

Redbridge, the Outer London borough which has been holding out against reorganizing its two remaining grammar schools, submitted plans to Mrs Shirley Williams last week. These envisaged full comprehensive reorganization in 1986.

The authority had been given until June 1, under an order signed by the Education Secretary, to comply with the law. And it did so in a letter dated June 1 which was delivered to the DES by hand. Redbridge made it quite clear that it was being forced much against its will to turn Eford County High School for Boys and Woodford County High School for Girls into comprehensives.

The letter said that the authority

as local education authority wishes most emphatically to rescind its former decision to reorganize its grammar schools, with comprehensive schools, now available as of right to every pupil resident in Redbridge upon completion of education and with some 92 per cent of all such pupils attending comprehensive schools the remaining two single sex schools of 'academic centres' have a very important role in the provision of educational opportunity in the borough, especially for the very able and gifted child.

Redbridge complained that it had asked for an extension of the deadline but had received no reply from the DES. It had, therefore, not had time to consult with parents and others over what kind of comprehensive schools they would want.

Taylor too rigid, says AMA

Some of the Taylor recommendations of school governors are too rigid, the Association of Metropolitan Authorities told Mrs Shirley Williams, the Education Secretary, this week.

The four-way carve-up of governing bodies into parent representatives, school staff, local authority representatives and people from the community would not work every where.

The association wants more on-site interests on governing bodies, but this, it believes, cannot be laid down authoritatively from the centre.

The association's education committee, also told why could not support the requirement of a governing body for each school. Many L.M.A.s have adopted growing arrangements that reflect genuine educational differences between infant and junior or feeder primary and secondary schools, or junior high with senior schools.

"We are also concerned that governors' powers should not be restricted by the accountability of the school staff, and that governing bodies should be able to exercise their powers in a flexible way, not being bound by the rigid framework of the Taylor recommendations. The Taylor recommendations that governing bodies should be involved in drawing up the budget is nothing more than a vote of no confidence in the school staff. What has happened in this regard is that governing bodies have been asked to check and approve the school budget. This is a completely unnecessary and undesirable interference in the day-to-day running of the school."



Caught in the act: after an educational tour of the town's police station, six-year-old pupils from Ilfracombe Infants School, Devon, decided to use the visit as a theme for a play. They asked the police to come to see it.

The NUT will no doubt regard my support as the kiss of death, but I am nonetheless saying that I think that in almost every respect I agree with their conclusion to the recommendations of the Taylor Committee. I think the NUT are wrong to object to the idea of governors sitting in while a class is being taught. But that is a minor point. But the union's opposition to such recommendations as governors' control in the curriculum and pupil governors is surely right. I hope the idea of pupil governors has been finally shot down. As Professor Bernard Crick has pointed out, pupils will learn about the political process by observing it being well conducted by the head and his staff not by participating in the process themselves. But the idea of governors in a position to influence the curriculum still has some support.

It seems to me perfectly acceptable, indeed desirable, that central government should lay down some curriculum framework within which individual schools can develop their own emphasis and style. This form of intervention is not, in my view, a 'whole will not play' as the union leaders claim. It is based on knowledge and expertise. In other words the intervention will be pitched at a professional level.

The Taylor Committee's concept of local governors exercising a degree of control over the curriculum is a very real threat to the status of the teacher. It is a threat which is not shared by the union. The union's recommendation that governing bodies should be involved in drawing up the budget is nothing more than a vote of no confidence in the school staff. What has happened in this regard is that governing bodies have been asked to check and approve the school budget. This is a completely unnecessary and undesirable interference in the day-to-day running of the school.

My charge against the teachers' unions is that too often, individual teachers, in concert, have sacrificed the long term interests of the school for the sake of short term interests. The teachers' unions have acted in a way that has appeared to the public at large as small-minded and unprofessional. I have no doubt that I believe that is not what has happened. An extra 1 per cent of the salary increase is not a matter for congratulations all round when the price is children running riot during the lunch hour because teachers are too busy to supervise them. Why should the teachers' unions be so concerned with the salary increase? It is not a matter for congratulations all round when the price is children running riot during the lunch hour because teachers are too busy to supervise them. Why should the teachers' unions be so concerned with the salary increase? It is not a matter for congratulations all round when the price is children running riot during the lunch hour because teachers are too busy to supervise them.

PERSONAL COLUMN

John Rae
Trust me, Guvnor

Glamour. Teachers are never heroes.

While we may lack prestige and glamour we ought to command respect. But the impression that the teaching profession has in the public mind is one of incompetence and lack of respect for the job. For this decline in public confidence I fear the teachers' unions are largely to blame. They will resist and deny that charge but they should not deny it is made by someone outside the maintained sector.

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Figures lead crusade

Academic honours for the county's schools subcommittee recommending an experiment in vouchers which will be given to children at schools of their choice. The subcommittee also with degrees or diplomas. The cost of the experiment should not be more than the cost of the county's voucher feasibility study.

Successive pay for performance, a report on the two-year study, has failed to describe the radical proposal in a similar, though expensive, cumbersome to achieve in a differential manner only of the most successful teachers. It reveals how much the county's voucher feasibility study has been maintained schools only.

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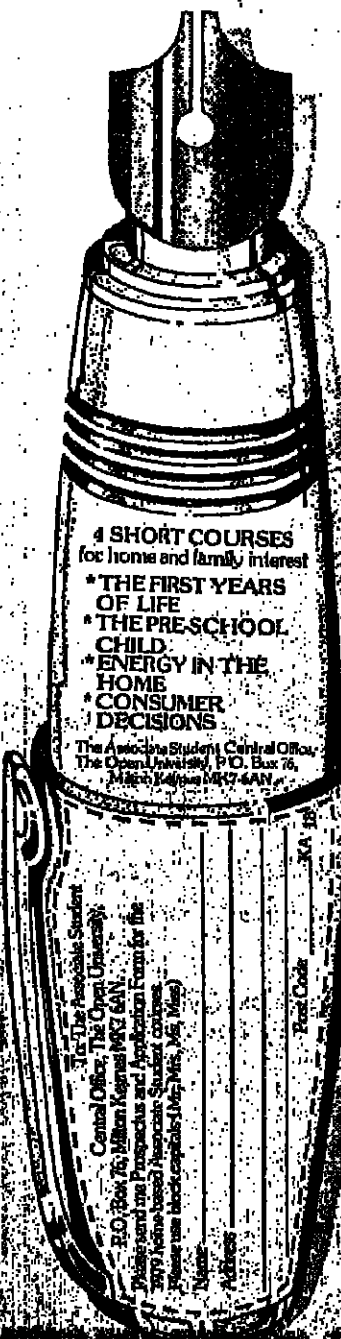
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Children want return of birch for vandalism

Most of the pupils questioned by a working party in Surrey wanted corporal punishment reintroduced—specifically the birch—for acts of vandalism.

Fourteen to 16-year-old children from five comprehensives in the Woking area said the main cause of it was boredom and lack of amenities. Other causes were drinking (65 per cent) and bravado (62 per cent).

Amenities, they said, cost a lot, as did the travelling to get to them. Many teenagers did not want to join youth organizations. The questionnaire was compiled by a sub-committee of the Woking and District Crime Prevention Panel which felt that most reports on vandalism did not apply locally. The panel was surprised at the replies to the punishment question. Pupils said conventional punishment—detention centres and so on—did not work. Some said there was no adequate deterrent, others that punishment should be humiliating. There were suggestions for community service of up to 100 hours, a return of the stocks, or a naming of offenders in newspapers and public birching.



Sign of the times: Visitors to an exhibition in London this week are being invited to try their hands at vandalism. They will be given cans of aerosol paint and challenged to deface a specially treated wall, or hammers to try to smash the windows of a telephone box. The exhibition is organized by companies which

make anti-vandal equipment. On display will be alarm system designed specially for a large, heavy school, tiles which resist pen, paint and lipstick as well as a rustproof, vandal-proof and waterproof locker. The exhibition runs from June at Tattershall Castle, Victoria Road.

Gay teacher protests over ban

by Bert Lodge

A former geography teacher who was banned from working in inner London schools for refusing to give an undertaking not to talk about homosexuality in his classes is accusing the ILEA and the NUT of prejudice and discrimination against homosexuals.

In a 70-page booklet, Mr John Warburton, now a training officer, Warburton, tells how he was prevented from taking up a job at Holland Park School in January, 1977 because he talked about homosexuality with six classes while completing a temporary appointment at St Marylebone Church of England Girls' Secondary School the previous term.

His defence was that the classes had opened with pupils ridiculing him for his homosexuality and he judged a short discussion on the topic was the best way to restore order. In these circumstances he refused to give a written assurance to the Inner London Education Authority that he would not in future discuss homosexuality with pupils, except in the course of a formal programme of sex education.

Scholarship scheme for engineers to be stepped up

The recently introduced National Engineering Scholarships—each worth £500-a-year tax free—are to be extended to cover most universities considering courses.

At present the Joint Government-Industry scheme only applies to the four-year enhanced courses being introduced at seven British universities and it is also planned that the number of scholarships be raised from 100 to 500 within the next five years.

Mr Otto Hahn, chairman of the scholarships action committee, said: "Following 'Up' to the standards criteria for the selection of high-calibre students for the scheme. This would be followed in about three months by a massive publicity campaign to seek students for the scholarships."

Although the scheme is only applicable at present to students entering the first year of college, it is planned that the scholarships would be aimed at 16-year-olds in a bid to influence their A-level choices.

The scholarships will also be free from taxation contribution and will be in addition to the mandatory student grant.—THESE

Education book strike
The editorial staff of Evans Brothers, publishers of educational books and magazines, held a 24-hour strike in London this week in protest at a proposed 10 per cent pay rise.

Exam board launches degree course drive for adults

Some universities appear to be encouraging the sort of applicant they will need to fill vacant places as student numbers drop as predicted in the late 1980s.

Launching a special drive to encourage mature students, the examining body, the Joint Matriculation Board, said that not enough adults were aware of the opportunities open to them. There was a "serious lack of public awareness" about second-chance education.

The five universities that make up the board—Manchester, Liverpool, Leeds, Sheffield and Birmingham—have issued a booklet which emphasizes that mature students do not necessarily need exam qualifications to get on to a degree course. They also point out that mature students are entitled to full grants for some time, the universities

introduce matter, the teacher is responsible for control and content of lessons.

Mr Warburton also complained to the union that two of his colleagues at St Marylebone School had offended the NUT Code of Professional Conduct by reporting on him without telling him what the report was about. The union's law and tenure committee resolved that no action be taken on this complaint. It was convinced that the committee's decision was based on anti-gay prejudice, Mr Warburton writes.

In a postscript, Mr Peter Bradley, another homosexual teacher employed by the ILEA, says: "It is hard to avoid the conclusion that the NUT has failed to live up to its duty as a trade union to defend a member unjustly discriminated against." From the NUT's letters to Mr Warburton there comes out "a mixture of distant, embarrassed, and thinly concealed hostility." He also writes: "Gay Teachers' Group, 112 Brookholm Road, London, SE27 7SP."

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Japan: rice and bare feet

Most British children still see Japan as a poor country where the people live in a state of poverty. The research report, which was carried out by the Japan Foundation, found that teachers from the borough of 32 schools named up

the survey found a lack of suitable books and other teaching materials at secondary level. It suggests a Schools Council project on Japan, led by the most appropriate person or persons, for children aged 10 to 15.

Minister turns down cuts on committee

A decision by Gwynedd education committee to drop its 17 teacher and other outside representatives from the committee has been overruled by Mr John Morris, Secretary of State for Wales.

Another bid by one local council to squash this ministerial initiative, and exclude teacher representatives from education sub-committee meetings has also failed. Gwynedd's education committee comprises the whole of the 66-member county council plus the 17 outsiders who come from the teaching and the churches and further education. There was a feeling that this number was unwieldy and that there were too many unselected members with the potential to influence decisions.

The Welsh Secretary has decided there is nothing to justify this change.

Welsh papers allowed

Students taking higher degrees with the Open University will soon be able to write their dissertation in Welsh, provided there are supervisors and examiners available who are fluent in Welsh and have experience in the student's area of study.

Why foreign students need family touch

by Bert Lodge

Lecturers should be responsible for the welfare of the overseas students they teach, says a report out today. Regulations covering admission of students from abroad should be standardized and made obligatory. The students should be treated with the respect they deserve as customers and overseas visitors.

The report, commissioned by the Overseas Students Trust from the Grubb Institute, followed lengthy interviews by three researchers with more than 200 students from Malaysia, the Middle East and Nigeria on 10 campuses.

It is the first inquiry of this kind since the mid-sixties, when the number of overseas students in Britain has more than doubled to 125,000.

"The back-home experience of these students causes them to have a picture of an educational institution which is centred upon someone who will teach them and take responsibility for them," the report says. "Nigerian students consistently showed a strong sense of dependence upon those whom they considered to be in authority. In fact, they had entered into some contract which meant they would be properly taught, and Malaysians were all the

time looking for knowledge and wisdom from their teachers."

The students are often unable to adapt to British assumptions about education that students are responsible for their own progress. When they turn for help to the welfare services they are confused because they often appear not to be connected with the institution itself.

"These services are only likely to be effective if the academic staff are seen to take ultimate responsibility for such provision."

The report recommends that the role be filled by an academic tutor. Every overseas student would be assigned to one who would write a letter welcoming him to the college and suggesting they meet immediately on arrival.

All communication to do with lodgings before the student arrives would be with the tutor and not with the college accommodation officer.

"The student's view of immigration (procedures) is that it is a very difficult and costly process. This leads to welfare workers here feeling they are entitled to help the students avoid harassment such as advising them to come in

purely as tourists and let the authorized admission to a college follow.

"The Home Office needs to use its powers to ensure that students will not normally be admitted to the United Kingdom unless they have entry certificates or their equivalent."

All the students interviewed saw the increase in fees to overseas students as harsh and discriminatory, though a Malaysian student saw the package as a commercial relationship giving value for money.

"But why do fees keep going up?" he asked.

The report points out that with roughly one in 10 of higher education students in this country from overseas and one in three in postgraduate education, academic staff would have to be sacked if numbers coming from abroad to study dropped.

Yet, the professional obligations of the supplier to the client are not being met. "Perhaps the most severe blow to the idea of a professional relationship was experienced by overseas students when they discovered that the arrangements they had entered into with their universities and colleges (on fees) were overruled by an edict from central government."

The report also underlines other difficulties of educational establishments trying to establish a professional relationship with the student as client. In the student's own country they have to work through agencies such as the British Council or rely on written communication, when their own staff should be going abroad to take part in selection procedures.

Overseas students are seen as symbols of Britain's own unresolved immigration and racial problems, the report says. From their experience among English people "there is a fairly straightforward correlation between the characteristics of the most rejected students and the characteristics of those immigrants who are apparently most unwanted by many people in Britain, for example West Indians and Pakistanis."

The problem of unfriendliness from the home population will only be resolved when Britain resolves its internal problems of immigration and race.

The report welcomes the proposal for a national commission on overseas students as a forum for the exchange of ideas and constructive thinking, but it should not interfere in the internal affairs of government departments.

Freedom to Study by Bruce Reed, Jean Hutton, John Bazellette. Overseas Students Trust, 14 Denbigh Street, London, SW1. £1.

Sir Fred scotches flu myth

by Caroline Haydon

One of the great myths about boarding schools, shown for the first time on television, is that they are a breeding ground for disease.

Hard evidence, however, is impeccable. The University College, London, has shown that boarding schools are not a breeding ground for disease. The myth is a myth, says Sir Fred, who has been thought to be a member of the NUT's letters to Mr Warburton there comes out "a mixture of distant, embarrassed, and thinly concealed hostility."

Other and positive: Gay Teachers' Group, 112 Brookholm Road, London, SE27 7SP.

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"The only way you can turn that cheque into folding money-readies, cabbage, greenbacks, spendoolitz—is through a bank."

"Proudfoot's Last Stand—or how to get more out of a bank than a bank gets out of you" is a new film devised by top TV scriptwriters Dick Clement and Ian La Frenais (The Likely Lads, Porridge, Going Straight). This is in itself a guarantee of entertainment value, and in its 18 minutes running time, the 16mm 'mini-epic' really does cover quite a lot that the school-leaver needs to know.

The intricacies of banking as 'explained' by Roy Kinnear, as the fumbling, befuddled Proudfoot, a schoolmaster totally unlike anybody we know, form the subject of this instructional film, produced by Barclays Bank, which is available free of charge.

Some of Mr Proudfoot's unlikely lads and lasses are going on to be students, some going out into the world of business, so everything

from grants to cash cards is touched on, in a quite unstuffily way.

The film will be useful to all sixth form teachers, and to careers and commerce specialists. Or as an end-of-the-year diversion for the whole senior school.

If you would like to borrow this film simply fill in the coupon below or phone us direct on Peterborough (0733) 67623 and the film should be with you within a week. There are supporting leaflets for handing to students which develop in more detail some of the topics raised in the film.

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BARCLAYS

Parents misled on independent school places

A complaint by parents that a thinking child could have a place in an independent school paid for by Lancashire County Council has been upheld by the Ombudsman.

The council's defence was that after the booklet was issued national and local policies were modified. It did recognise, however, that this made the booklet incorrect and parents should have been told.

The parents received the booklet in December 1976, and they claimed they were encouraged to think a place might be available for their child the following September in a former direct grant school which had gone independent. Their child passed the entrance examination and his name was published on one of the class lists.

But unknown to the parents the education authority had already begun to place out-lying places at the school. Despite their disappointment the parents felt morally bound to honour their child's expectations, and they were now paying the school fees themselves.

The Ombudsman found maladministration had occurred leading to injustice.

Two other complaints about the way Lancashire County Council dealt with the allocation of a child to a secondary school were not upheld by the Ombudsman. But maladministration was found in the way North Tyneside Borough Council dealt with an application for planning permission for a day nursery.

Neighbours complained when numbers admitted to the nursery went up from 12 children to 20. Early in 1977 an inspector found the premises wholly inappropriate for so many. But when the development services committee recommended reducing the number to 12 the council overturned the decision and increased the number to 16. The council's action was invalid, the Ombudsman decided.

SPECIAL ANNOUNCEMENT

NEC autumn specials

TV/RADIO PROJECTS

Ecology A popular course and an A/O course linked to Thames TV 'Botany Man' series (networked).

Discovering Society A sociology 'O' course linked to BBC TV 'Living On the Edge' series. Correspondence course £24. School/college text £1.90 per vol.

Twentieth Century World Powers Model 3 'O' level correspondence course (224) linked to BBC Radio.

Ensemble Tutoring Pack Oral and written postal tuition for BBC 'Ensemble' students. Term 1 fee £24.00. Term 2 fee £24.00.

Make It Count - basic numeracy booklet for TV (in October) Workbooks £1.50. Puzzles £0.50. Book £1.20. Tutoring Manual £0.75. Tutor Training Pack £1.00. All plus 20% p.p.s.

TV's Your Future - work preparation pack linked to TV (Thames and Southern) schools series (50p) 20p p.p.s.

Just the Job - help for the young (College in Wales or England. New series and new Jobcentre kit on sale in October).

Schools and colleges will find advance details of these projects in the NEC Autumn 78 Special Projects leaflet available free now.

NATIONAL YOUTH COLLEGE CAMBRIDGE 62-140



School to work

First industry of the future...

The Education Secretary was told this week that the department should prepare now to become Britain's biggest single employer. Education will become the leading industry of the 21st century, according to Professor Tom Stonier.

Professor Stonier, chairman of Bradford University's school of science and society, put forward the view in a discussion paper presented yesterday to the National Union of Teachers conference on the education and training of 14 to 19-year-olds. Mrs Williams and Mr Richard O'Brien, chairman of the Manpower Services Commission, were the leading speakers.

The massive expansion of the education system would include:

- Class sizes reduced to 10.

- At least 20 years of full-time education for all, to be taken up to the mid-thirties.
- Progressional training for the majority of people, equivalent to the present master's degree, and a large minority going on to PhD level.
- Frequent sabbaticals.
- Shorter working hours for teachers.

"Information operatives" to expand research and development and generate new national wealth.

Professor Stonier bases his argument on two observations. First, the run down of jobs in industry as a result of new technology; second, the growing preeminence of knowledge as an ingredient of modern production systems.

Because knowledge is displacing land, labour and capital as the most significant factor in production, highly sophisticated "information operatives" are increasingly needed to run modern systems. A sensible national policy, Professor Stonier says, would aim at providing in 30 years time all goods and services, including exports, with just 10 per cent of the labour force. "It will happen in any case. The question is not whether we should do it, but how to achieve the transition with minimum suffering," he insists.

This means restructuring the education system by making it home-based for the early years and community-based for the adult life. Formal schooling from the early teens should alternate with periods of work and pleasure.

Reorganization will damage service, careers staff warn

Local government reorganization, now being discussed could seriously damage the careers service, Government was warned this week by local authority education officers.

In a letter to the DES the Institute of Careers Officers says the service is under great pressure in dealing with youth unemployment. Despite its lack of resources, the institute, the service is to offer a more specialized service to young people.



More help coming their way.

A series of large pilot trials of new approaches to both creating work and improving the skills of young people is being funded under the Youth Act among them are:

□ The anti-unemployment scheme, which Ernest Green claims is "the largest structured social experiment in the nation's history". All 16 to 19 year olds from poor families in the 17 worst selected for the trials are guaranteed part time work and summer holiday jobs if they stay on at or go back to school. The scheme is intended to establish how many of the unemployed young people want to work, whether it is feasible to provide it for them, and, of course how important the availability of part time employment is in deciding youngsters to continue their education.

□ In-school projects - existing projects throughout the United States which are intended to improve the transition from school to work are being combined through to find between 40 and 60 schemes which are working developing as national models.

□ Occupational information - £3m is to be spent on improving information and its delivery, particularly to the unemployed.

□ Community development - the department has been allocated £30m of the programme funds to pass on to 10 community development corporations which will hire and train homeless youngsters for protected (residential) neighbourhoods, building and creating mini-communities.

□ National Voluntary Service - £8 million has been allocated to the service, which is to be run by a new voluntary service agency, Action, in partnership with a new state project.

which is testing the concept of a national youth volunteer service.

The Youth Act support a requirement on the education authorities to spend 12 per cent of the money provided for the new projects in consultation with local education agencies. So far more than half the money has been spent in this way.

The main responsibility for the programme already operating in the demonstration projects continues to be with government - local, state, or local - and voluntary agencies. But the Department of Labour is now proposing a new, £400m programme to subsidize private employers in taking on training, youth and disadvantaged workers. The department is suggesting that there should be financial incentives for firms employing young people for training.

Training allowances for employed, and underemployed, have been first introduced in 1962, have been made payable under the new programmes for up to two years at a rate matching employers' social security contributions. Most of the training costs paid. Most of the training is not undertaken through formal apprenticeship, which has always been limited to a small number of occupations.

Now the Department of Labour is trying to encourage the expansion of the system, and the introduction into other occupations. £12.3 in CETA, £300m in the Youth Act, £300m in the Youth Act, £300m in the Youth Act.

Reports by Mark Jackson

Cosmologists rediscover the Book of Genesis

Was Copernicus right or wrong? That is the surprising question that is emerging from the way in which the cosmologists are grappling at the contradictions their inquiries have thrown up in the past few years.

We are all quite properly taught to revere Copernicus, and his demonstration that the earth is not at the centre of the universe. So we should be, for everything that has happened in cosmology in the past four centuries has seemed only to confirm the truth of what Copernicus was getting at. Not merely is the earth not at the centre of the universe, but neither is the sun. With the building of the first large telescopes at the beginning of the century, it became clear that our galaxy was by no means unique.

To be sure the same observations also showed that all the other galaxies were receding from our own, thus suggesting that the place we happen to be at is indeed in the centre of an expanding universe. But the development of the theory of relativity made it possible to understand how this illusion of being at the centre could be reconciled with the much more Copernican principle that the density of the universe is indeed the same.

In reality, it requires no special understanding of relativity to appreciate what is happening. If all space is expanding uniformly, carrying the galaxies along with the expansion, then all galaxies will appear to be receding from all others, and the more quickly the greater their distance apart.

For the past half-century, then, the guiding principle in cosmology has been the rule of thumb that on a sufficiently large scale all parts of the universe are the same. That, of course, requires a large view. Plainly there is a difference between stars near to the centre of the Galaxy and stars like the sun which are two-thirds of the way towards the edge of the galaxy, just as there is a difference between locations within and outside the galaxy. The view that all parts of the universe are for practical purposes the same is valid only on a supergalactic scale, as for example in the statement that the density of galaxies is the same throughout the universe.

The doctrine leading to this conclusion is now called the cosmological principle, and it is a kind of heresy among cosmologists to put forward a theory of the universe whose consequences are in any way different. Yet cosmologists also agree that the principle cannot be tested directly. The most obvious test would be to compare some nearby with some exceedingly remote part of the universe.

The snag, unfortunately, is that light takes a long time to travel from the most distant reaches of the universe, so that the galaxies seen there are bound to be galaxies in some earlier stage in their evolution.

In the circumstances, it is perhaps remarkable that the cosmological principle has been so successful as it has done. Certainly the universe looks the same in all directions, as can be told not just from astronomical work with telescopes but also from observations of cosmic rays and the microwave radiation that appears to fill the universe.

In retrospect it is worth recalling how the deep-seated belief in the cosmological principle led to the invention of the 'steady-state' theory of the universe in the early 1950s. Since then, however, it has now found a theory of a universe that would be the same not merely at all places but at all times. In the event, the steady-state theory has had to be abandoned because it does not accord with the observations, but it epitomizes the goal of the cosmologists.

The upshot of all this, however, is that most cosmologists have come round to the Big Bang view of the universe and its origins. The expansion now observed, the argument goes, can be traced back to a time when the universe as a whole was an exceedingly compact entity made up of radiation and particles that were quite different from those which we know them to be. As the universe expanded, the particles became more and more like the ones we know today. And finally they came up with the answer: The Maxpax Modular System.

Science diary by John Maddox

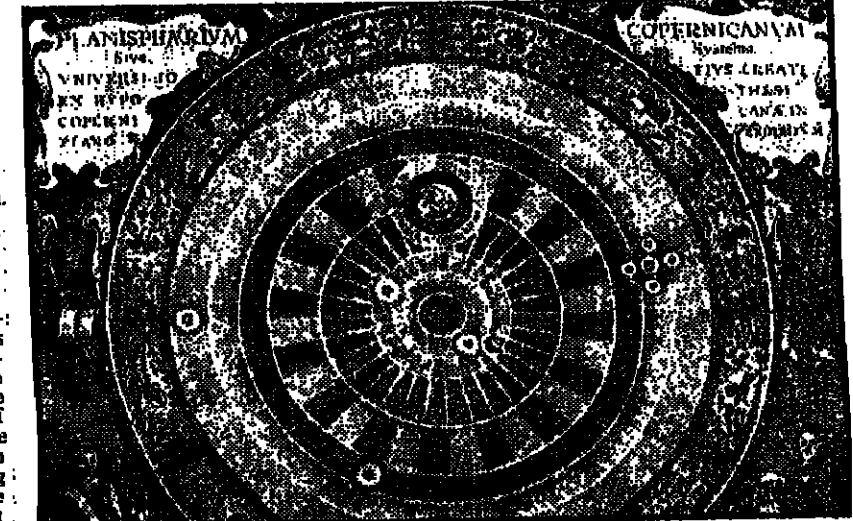
One undisputed but nevertheless trivial consequence of that, is that we cannot expect to find ourselves in a universe younger than say, 3,500 million years, the length of time in the history of the Earth occupied by biological evolution. But there is nothing in this that forbids a backwards look in time—in the expanding universe, it is only necessary to point a telescope in some direction.

It is however possible to write a more direct challenge to the cosmological principle out of what has sometimes been called the anthropic principle—the view that we see the universe like it is because we are what we are. For example, if the universe is mostly a place where the intensity of radiation is too great for the survival of living things, where we happen to be would necessarily be a somewhat exceptional place.

By all accounts (*Nature*, June 1) Dr George Ellis has now constructed a detailed theoretical model of what such a universe would be like. Broadly speaking, it is a universe that has no beginning and no end in time. It is not necessarily expanding, but the redshifts of the observable galaxies are consequences of the way in which the gravitational field is greater everywhere else than near our own Galaxy. It is a little like saying that the edge of the universe is occupied by a huge black hole.

Thus, on the face of things, Dr Ellis has stood the Copernican Revolution—or at least the Cosmological Principle—on its head. There is, of course, no law against that. And the proposal does have the convenience of not requiring people to believe that the universe had a once and for all beginning.

The trouble is that a virtually static model of the universe is unacceptable for other reasons. After all, each of the stars in our galaxy is evolving so to speak before our eyes. People, therefore, will go on behaving as if the Cosmological Principle were true. But it is good that they should from time to time be reminded that even widely accepted doctrines such as this may be mistaken.



How Copernicus saw the universe. But was he deluded?

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TE/C/93

SPECIAL ANNOUNCEMENTS

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British teachers from all types of educational institutions—from infant schools to universities—with a minimum of four years experience in the UK may apply for appointment under the UK/US Teacher Exchange Scheme for the academic year 1979/80. The two years prior to the exchange must be within the same institution. Appointments are on a one year post-to-post exchange basis.

Your UK salary would be augmented by a cost of living allowance of £2,208, plus grants for accompanying dependent children (£552—12 years and over, £442—under 12 years) and by a personal travel allowance. Incremental, pension and social security rights would be safeguarded. Your post is secure in your absence.

*From 1980/81 the minimum requirement will be five years teaching experience in the UK.

Full details and application forms available from:

Teacher and School Exchange Department (ref: USA/TX)

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AND EXCHANGES

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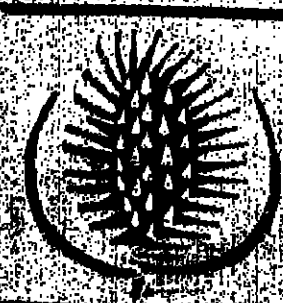
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Sport Kathleen shakes the gymnasts

by Stanley Levenson

Kathleen Williams, of the Central High School for Girls, Manchester, became the first black girl to gain a major gymnastics honour in Britain when she won the Daily Mirror scholarship final at Crystal Palace, London, on Sunday.

So 14-year-old Kathleen and Alan Ha, 15, of Lutton Bush Comprehensive School, Harlow, Essex, winners of the boys' final, will spend August on an all-expenses-paid course at the famous Vladimir gymnastics school near Moscow.

Both were surprise winners. Favourite for the boys' event, Richard Wyras (St Michael's Comprehensive School, Middlesbrough), third in 1976 and fourth last year, was leading into the last stage.

But he had a bad high bar performance, gaining only 6.20 marks to lose by 0.20 marks to Hay. Jackie Bevan, of North Salford High School, the most experienced girl in the competition—runner-up in the All-England schools championship—also ran into trouble after taking an early lead. In her case a poor routine on the beam cost her the chance of going to the Soviet Union.

The heats also proved expensive for second favourite, Cathy Bridge (Notre Dame High School, Plymouth) who was edged out by only 0.15 marks by Miss Williams.

Girls: 1, Kathleen Williams (Central High School, Manchester), 35.05; 2, Cathy Bridge (Notre Dame High School, Plymouth), 24.90; 3, Julie Stewart (Woodford High School, Essex), and Sarah Poole (Arrowdale High School, Redditch), 34.75.

Boys: 1, Alan Hay (Lutton Bush School, Harlow), 40.70; 2, Richard Wyras (St Michael's School, Middlesbrough), 40.50; 3, Kevin Childs (Culverthay School, Bath), 39.75.

Colin goes for a hat-trick

Colin Dingle, of Hermitage Academy, Helensburgh, sets out on Monday to try to achieve a hat-trick of victories in the Scottish schools golf championships.

Dingle, who is 17 and one of the brightest young golf prospects in Scotland, will be tackling the tough Carnoustie course in Angus. Also at stake for all the boys is a place in the Scottish team to play against England in the inaugural schools international, sponsored by Coca-Cola, on June 26.

The England team will take shape at the Little Aston Golf Club, Birmingham, on Monday week, when the top 12 in the South meet the leading dozen from the North in the English championships.

The southern group was decided at the end of May and the northern section was contested at New-castle last week.

The individual winner was Adrian Green (Durham), with 142 (72-70), followed by Peter Lacey (Lincoln), with 148 (78-72) and John Dixon (Northumberland), on 150 (76-74). Dixon's first round was all the more remarkable because he took 10 strokes at one hole.

Durham (45) defeated York (43) of the team that they had won since 1975. Northumbria, with 455, came third.

Although there is, as yet, no England-Scotland girls match, 40 of the best Scottish schoolgirls will also be in action at Carnoustie for their championships.



Paddling their own: some of the 500 canoeists in the National Association of Boys' Clubs' 100 mile test on the Severn.

Pupils make swim team

There are enough school pupils in the English swimming team for the Commonwealth Games to fill a classroom; almost all the 11 girl swimmers and many of the 15 boys are still in secondary schools.

Best known, of course, is Sharon Davies, that versatile girl from Plymouth School, Plymouth, winner of a record seven events at the recent senior swimming championships in Blackpool and breaker of innumerable records.

For the Games, in Edmonton, Canada, Miss Davies will tackle a mere five events, plus two relays. Her best chances of a Commonwealth gold will be in the medley races.

The two Blackpool events she will miss are the 100 metres and 800 metres freestyle, for which Cheryl Brazendale (Groeslunda School, Blackpool) will be in the chief banner-carrier, Miss Brazendale will have a busy day, she will also swim for the 200 metres and the 400 metres freestyle and in the relays.

Helen Gilyard, who goes to field thanks to a fund-raising drive in her home town of Bradford, is one of the backstroke swimmers, along with Joy Beasley (Earls School, Harlow) and the ubiquitous, Sharon Davies.

Other schoolgirls in the team include Hildi Turk (Pates Girls School, Cheltenham), Sue Jones (St Mary's Grammar School, Wood-wood, Middlesex), Colin Adams (Stainbeck High School, Leeds), Richard Burrell (Richard Twiss School, Southampton) and Ann Osgerby (Wigan).

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Italy



Signor Pedini: assurance to unions

Minister makes pledge on security

from Dalbert Hallenstein

MILAN
A series of teachers' strikes set for the end of the school year in June and early July—has been called off after talks between teachers' unions and the newly-appointed Minister of Education, Signor Mario Pedini.

The strikes had been called to force the Education Ministry to grant full tenure to more than 200,000 temporary teachers (a quarter of Italy's school teachers) and to establish a satisfactory system of payment for overtime.

Signor Pedini has now assured the unions that he will seek to solve the problems of the untenured teachers as soon as possible, and has undertaken to work out a satisfactory system of overtime payment by the beginning of the next academic year.

The cabinet, under Prime Minister Giulio Andreotti, will meet next week to discuss the administrative and financial details involved.

But thousands of Italy's untenured university teachers have declared that they are completely unsatisfied with their recent talks with the education minister—aimed at stabilising their work contract and conditions.

They have begun to boycott faculty meetings, and will continue to do so for an indefinite period. This action is aimed at pressurising university government and administration during the delicate end of this academic year.

France

Election campaign leaves scars on private schools

from our correspondent

PARIS
Should the state take over private education? This question is again wracking the education world in France. The difference is that this time the issue has been brought up by the supporters of private schools rather than their opponents.

The victory of the right in the March elections spared church schools much agony. The left had gone on record as being totally opposed to the continuation of state and municipal subsidies for church schools. In Brittany, traditionally a stronghold of private church schools, socialist municipalities had refused to continue grants to them.

But it faced the prospect of a tonflood increases in fees. By British standards these are not high—around £90 a year. But the possibility of having to foot a bill of £900 ruffled parents.

The campaign, waged by parents' associations in the private sector,

principally the Union Nationale Des Associations de Parents des Eleves de L'Enseignement Libre (UNAPEL) was won at a price. Once again private education is firmly identified with the conservative right and equated with the "know-nothings" of the education world, resolutely opposed to any form of change.

The strident noises that came out of the election campaign were not directed solely at the left, however. They were equally aimed against the reforms introduced by M. René Haby, then Minister of Education and a solid supporter of the presidential majority. The upshot was that leaders of private schools found themselves even more isolated than before.

One of the major points of M. Haby's wide-ranging reform has been to improve social education and social integration of children in primary school. The term used in official documents to describe this was particularly unfortunate.

Leaning heavily on sociological jargon, M. Haby called for "improved socialization" as a main point in the reform.

This was presented by the private school lobby as meaning "turning schools over to socialist education methods". The ambiguity was played out to the fullest extent. Much damage has thus been done to the reputation of the private sector, never particularly good in France, by the campaign.

The situation is made worse by a growing division among private sector teachers. According to the Association of Teachers in Private Education the problem is not one of tactics, but of the very existence of private education.

Both private and state education, it pointed out recently, are subsidised by the state, and although a relatively small percentage of children are enrolled in non-state schools—no more than 4 per cent—the antagonism between the two prevents an emergence of a genuinely pluralistic system.

The association has called for a single education system in which all political opinions and religious beliefs may find a place.

Head who brought in pupil participation is suspended

A French secondary school headmaster whose left-wing methods of organization displeased school inspectors and some of his staff has been suspended from his post by order of M Christian Beullac, Minister of Education.

M Vincent Ambite, who was headmaster of the Collège des Gorgues at Caris in the South of France is still on full salary. A final decision from the Education Minister on whether to maintain the suspension, effective from April 29, or transfer him is expected after M Beullac has consulted the CCS—the secondary school headmasters' consultative commission.

As is customary, the ministerial decree does not give reasons for the suspension. According to Le Monde, M Ambite, who is a member of the Communist Party (he stood in the 1977 local elections) and of the avant-garde Groupe Français d'Education Nouvelle, could have been sacked for political as much as professional reasons.

M Ambite, who took over the

headship of the 700-pupil Collège des Gorgues in 1974 and who is a supporter of theories of self-management popular amongst the French left, introduced once-a-term meetings between pupils and teachers for the free discussion of school problems. Another of his innovations was meetings between pupil delegates and representatives of workers at the school.

The moves were taken with full approval of his staff, who at the time gave the headmaster unanimous support for the pupil-teacher meetings. Those between pupils and workers, however, divided opinion.

M Ambite says he reduced absenteeism among his teachers and improved relations between the Collège des Gorgues and local primary schools.

Since the announcement of his suspension M Ambite has received the support of his parent-teacher association and, he says, his pupils. But only 23 of his staff of 40 have spoken out in his favour. The other 17 criticize M Ambite for having victimized teachers who did not accept his methods.

Ireland

Visiting professor predicts classroom crisis

from John Walsh

DUBLIN
A virtual explosion in student numbers and costs at all levels of education in Eire has been predicted in a major new report which calls for a national debate on educational priorities.

The report, from the non-profit making Economic and Social Research Institute, has said that without extra resources, there is a danger that little will be achieved in dealing with the coming problems unless they have reached crisis proportions.

The report says that the number of students in higher education is expected to rise from 100,000 in 1975 to 150,000 in 1985. This will be a major increase in the number of students in higher education.

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Sweden

Extra help for immigrant Finns

from Colin Narbrough

STOCKHOLM
The Swedish Government is planning special measures to further improve the educational situation of the country's largest immigrant group, the Finns.

An estimated 300,000 Finnish immigrants have arrived in Sweden (total population eight million) since the last war and in many industrial cities from a large part of the community. But despite the fact that the government has made considerable efforts to help them, their children achieve considerably lower levels of education than their Swedish language counterparts. Youth unemployment is also higher than the national average among immigrant Finns.

A special effort is planned to help Finnish-speaking children in primary schools by granting more funds for the production of Finnish language teaching materials and for the further training of Finnish language teachers.

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Mexico

National Plan means more teaching jobs

from Emil Zubryn

MEXICO CITY
Mexico's National Education Plan, a joint effort by President Jose Lopez Portillo and the Ministry of Education, has been under fire as "impractical" ever since it was announced but educational planners insist that it will cause a profound change in Mexican basic education. The requirement of 12 years' education is expected to "guarantee the highest quality education for the Mexican people".

The National Education Plan intends to use more and more specially trained teachers, updated techniques and equipment to face current needs with new methods. Federal, state and municipal governments are also studying ways and means of easing the economic load.

Social, financial and political programmes of the vast educational project covering 1978-82 are still under study, and the main effort will be geared to channelling the nation's youth to become capable technicians and professionals.

The emphasis of the programme is to increase education for the 13 to 17-year-olds who normally enter the nation's workforce inadequately prepared after only six years of formal education.

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US researchers have found that pre-school has 'dramatic' effects.

Teenagers begin to reap the benefits of their Head Start

Head Start is a big, bold attempt by the United States Government to give children from poor and deprived backgrounds an educational and social push before they go to school.

Begun in 1965 at the height of President Johnson's Great Society war on poverty, the programme has grown to serve more than 400,000 children at a cost of \$600m a year.

Although Head Start is now generally popular with Congress (it was increased in its budget by \$150m last year), the Carter Administration (which recommended a further \$55m boost this year) and the poor families served by the 1,600 Head Start centres, its growth has not been easy.

The high hopes of the early and mid-1960s, that compensatory pre-school programmes would clearly and demonstrably improve their later academic performance, turned out to be over-optimistic.

The first national evaluation of Head Start, conducted by the Westernhouse Learning Corporation and Ohio University in 1969, was particularly disillusioning, showing negligible positive effects on subsequent school work.

The impression left by Westinghouse-Ohio and similar studies of the period—that the benefits of compensatory education were at best short-lived—remains strong today.

Many politicians and other middle-class Americans support Head Start because they feel they have got to do something to help poor black kids (who make up half the programme's clientele) and they cannot think of anything better to do, not because they have much conviction that it works.

Others have dismissed Head Start as an educational programme but support it because of the health care and social services it delivers.

But over the past two or three years, impressive body of evidence has been accumulating to show that the earlier, negative impression was wrong and that pre-school does have a long-term beneficial effect on the educational performance of disadvantaged children.

The most exciting long-term evidence is coming from a consortium of a dozen research groups, coordinated by Dr Irving Lazar, of Cornell University.

The consortium was put together two years ago with funding from the United States Department of Health, Education and Welfare, to pool the findings of educational researchers who were independently investigating the effects of pre-school programmes run during the late 1950s and early '60s.

Some investigators had kept track of their children's progress through school and into work or college. Others had lost touch with their subjects soon after they entered school and had to start with a huge manpower to track them down.

Every American child should have the chance to study an Asian language in primary and secondary school, it was claimed in the inaugural lecture of the second national conference of the Asian Studies Association of Australia.

Dr Stephen Fitzgerald, formerly the first Australian ambassador to Australia, was the guest speaker at the conference, held from May 1977 to June 1978 at the University of Sydney.

Dr Fitzgerald is a highly distinguished Australian educationist. Twenty years ago he was a leading expert on high school studies in Asia, and he has since been involved in a number of studies on the teaching of Asian languages in Australian schools.

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Amazingly, says Dr Lazar, the members of the consortium were able to reestablish contact with more than 80 per cent of their 2,500 subjects.

Education is about the most competitive—and bitchy—research area in the United States and, according to one distinguished professor of education, early childhood is the most competitive field within educational research. Not surprisingly, therefore, the quality of some of the research projects in the consortium has come under attack.

However, the basic design of all the projects was sound: for example the children were assigned at random to one or more groups that attended pre-school or to a control group that did not.

Even allowing for variation in quality of execution (the overall results argue impressively that pre-school does indeed give children a head start in life, and more importantly, that they keep ahead).

Participants in the consortium's programmes were much less likely than the control children to be placed in "special education classes" (i.e. remedial lessons) or to be held back a grade at the end of the year. Their chances of avoiding remedial work were four to 10 times greater, says Dr Lazar.

There was striking evidence that the children who went through pre-school were emotionally and educationally more mature by their teens. Some of the girls became pregnant at high school; those in the control groups did not generally go back to school after having a baby; those in the experimental groups did.

The controls still had "wildly unrealistic vocational aspirations" by the age of 16, Dr Lazar says. For example, boys with no hope of getting into college were aiming to become doctors and lawyers.

But the pre-school groups were generally aware of their capabilities and limitations, and those with the chance of a university place wanted to become skilled workers, such as car mechanics.

"We had no inkling that we would find anything this dramatic," says Dr Lazar.

Dr David Weikart, president of the High/Scope Educational Research Foundation and a key member of the consortium, called the

results of his project "astounding". Their comments show how the earlier negative findings influenced even the educational search community.

Dr Weikart's Perry Project monitored the progress of 123 black children from low income families in the Michigan town of Ypsilanti. They were assigned to two groups, of which attended pre-school five times a week for two years up to the age of five, and the other half went to home.

Pre-school had an immediate effect on the attitude of the children in the Perry project, who entered school with average scores 11 points higher than controls. This effect disappeared within two years of starting school, as earlier studies had shown.

But in dramatic contrast, academic achievements of the group usually diverged at eighth grade (age 14) in the language and arithmetic skills. The pre-school group were more of a year ahead of the controls, as measured by the California Achievement Test.

The High/Scope Foundation carried out an economic analysis, showing that pre-school was a financial terms in two ways: the higher projected living wages of children with pre-school experience, and the savings from remedial education.

In the early 1970s the Department of Health, Education and Welfare sponsored a complex and nationwide study, with 11 pilot models and 37 sites, designed to find the best sort of pre-school programme. However, the study proved inconclusive (like the Perry study).

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Head Start centres are therefore free to design their own programmes.

The High/Scope Foundation has just released the findings of its Curriculum Demonstration Project, a study of well-designed, intensive pre-school project contrasted to the sprawling curriculum of the HEW national study, but came to similar conclusions.

Three different curricula were compared: a traditional curriculum, a Montessori curriculum, and a High/Scope curriculum.

The High/Scope curriculum was found to be the most effective, with children showing the greatest gains in language and arithmetic skills.

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long-term effects. Clive Cookson reports



Learning early pays off for New York children.

tested. One featured direct, programmed instruction of basic language skills in a highly structured, competitive atmosphere; the second used a permissive approach, the third was based on Piaget's theories, emphasizing exploration and manipulation of the environment.

All three have benefited the children for the four years so far. But none was notably more beneficial than any of the others.

Dr Weikart concludes that any pre-school curriculum will improve a child's subsequent academic performance so long as it is effectively managed by well-trained and enthusiastic staff.

Measurement techniques will have to be extended to beyond present standardized tests before pre-school's non-academic outcomes can be resolved, though Dr Weikart is hoping to eventually find some clues by studying the adult lifestyles of his subjects.

Many educational researchers have preferred to set up their own pre-school programmes, as Dr Weikart has done.

They can tailor their own programmes, both educationally and statistically, whereas analysis of a Head Start project becomes extremely difficult because there is no statistical "baseline"—no possibility of assigning children into equivalent experimental and control groups.

This is one of the reasons why the educational benefits of pre-school are so hard to pin down, even in the case of Head Start, Dr Lazar and his colleagues argue. Another reason was that the researchers used IQ tests to assess the children's progress, when they should have measured their skills and achievements.

Nevertheless, a recent survey of all Head Start research since 1969, conducted by George Washington

University's Social Research Group, found 27 investigations of the educational effects of Head Start. The majority reported significant gains in intelligence, academic achievement and cognitive development.

Dr Lazar has pleaded with HEW to use some of the expanded government financing for Head Start to set up 100 experimental centres where serious investigators can work under favourable research conditions. But he does not expect a positive response.

Educationalists are not the only social scientists who have been interested in Head Start. "People often think of Head Start as an educational service, and we're continually having to fight that idea," says Dennis Deloria, head of evaluation at HEW's Administration for Children, Youth and Families.

Head Start has been an extraordinary laboratory for the research community over the past 13 years," he says. "Economics, nutrition, psychology, child health... It has been a stimulus in many fields. The literature of the social sciences is full of references to Head Start."

Nevertheless the George Washington University study identified a "serious gap"—the "failure of most of the research to evaluate Head Start as a comprehensive service programme. In particular, programme goals concerning child health and community change were overlooked."

The men and women who actually run Head Start centres make great pains to emphasize its comprehensive nature. "Head Start is not just, or even primarily, an educational programme," said Marian Wright Edelman, director of the Children's Defence Fund, trying to persuade a Senate committee to keep Head Start out of President Carter's proposed new Department of Education.

"It is a child, and family, development in the fullest sense," she said.

She emphasized that US90 was the first overall survey of Danish education and was primarily intended as a basis for debate and review in parliament.

"Education must contribute to create equality in society by providing equal opportunities for education to reduce economic differences and promote the ideal of equality," Mrs Bjerrgaard said.

A majority of the council that prepared the report proposes that municipal authorities should be obliged, in law, to provide kindergartens for all children aged three to five, and to reduce economic differences and promote the ideal of equality.

Campaign launched to improve maths skills

by Clive Cookson

WASHINGTON
 A drive to improve mathematics teaching in schools—along the lines of the successful National Writing Project—has been launched by the University of California in Berkeley.

The National Writing Project started five years ago as the Bay Area Writing Project—a partnership between Berkeley and the schools in the San Francisco Bay area.

The aim was to improve pupils' writing skills through an intensive in-service training programme for teachers. Its success led to funding from the California Department of Education and from the federal government's National Endowment for the Humanities to spread the project throughout the state and then all over the United States. This year 39 universities and colleges from San Diego to New Jersey are taking part.

Now, back at Berkeley, a Mathematics Committee is planning a similar campaign. It is now at the point of talking about a budget, according to director James Gray.

But obviously the Mathematics Committee is not a carbon copy of the Writing Project. "The problems in mathematics may be very different from those in English," says Berkeley provost Roderick Park.

At the heart of the writing problem lay the fact that most English teachers in American secondary schools were trained in literature rather than composition. So BAWP concentrated on improving high school teachers' writing skills and getting them to pass them on to their pupils and their fellow teachers.

In contrast, high schools seem to be relatively well stocked with teachers who are extremely knowledgeable about math, giving them the well-known "maths anxiety" syndrome. "The problem is that a lot of pupils, even those with an innate aptitude for mathematics, have been completely 'turned off' by the subject before they reach secondary education," the Maths Project is therefore likely to have to work at the primary level.

The Mathematics Committee is finding that elementary schools in the United States, as in Britain, are staffed mainly by women, many of whom were put on maths as a school discipline because mathematics and science were regarded as boys' subjects.

These teachers are often frightened of maths and they pass their fears on to their pupils, giving them the well-known "maths anxiety" syndrome. "The problem is that a lot of pupils, even those with an innate aptitude for mathematics, have been completely 'turned off' by the subject before they reach secondary education," the Maths Project is therefore likely to have to work at the primary level.

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LETTERS

Fear of indoctrination

Sir,—Until such time as you print something about literary criticism in the TES I would offer the following comments to Anne Newman ("Whose literary yardstick?" May 26).

(a) There is nothing inherently wrong in received opinion. There are good reasons why children should get on the inside of a heritage of literary criticism, since it helps to sharpen and make more precise the pupils' own perceptions.

(b) There is nothing inherently good about accepting everything pupils say about literature as essentially relevant or valuable. Such sentimental attitudes have done considerable harm to pupils' cognitive evaluations of literature.

(c) A teacher is entitled, surely, to present his own views on a literary topic or masterpiece? To do otherwise is to slip into the traditional falsehood of the Humanistic Curriculum Project. However, most teachers worth their salt will present or elicit a variety of accep-

table interpretations. The children will naturally expect a teacher to state his case, but will not necessarily follow it.

(d) Among pupils I have taught, I have noted that when left to discuss a poem, say, on their own, but with a tape recorder, the discussion has very naturally and very perceptively rested on literary issues and appreciation. There was a marked insistence on discussing the poem form and the writer's poetic form rather than the experiences of the pupils themselves. This, in defiance of much fashionable theory.

I detect in Anne Newman's letter a fear of that boggy-word indoctrination which is beloved by philosophers of education. To present to influence is not to indoctrinate and to do the opposite—to remain strictly neutral—is totally impossible (pace Stenhouse).

CERANT LLOYD EVANS,
54 The Wick,
Bangor,
Hertford.

Advantages of a 'safe place'

Sir,—The recommendations of the Warnock report may obscure the essential nature of work with maladjusted children. The education of handicapped children generally accepts the handicap as more or less given and works in terms of the limitations imposed by maladjusted children makes a direct attack on the handicap itself.

The fact that maladjusted children are in proximity to normal children may create feelings of self-satisfaction within us but what they often need initially is a "safe place" away from the pressures of school, where they can find themselves.

Feelings of self-satisfaction engendered may take attention away from the nature of the therapeutic policy being carried out. A special unit that is the responsibility of the head of a normal school is a contradiction in terms.

A subject or class teacher works within the curriculum but the "therapeutic teacher" fashions the environment itself. Maladjusted children—compared with other forms of handicapped children—can be more effectively taught if they are in a specifically therapeutic environment that seeks to return the children through part-time attendance to their original schools.

L. GUNWARD,
51 Haselden Square,
Hemel Hempstead,
Hertfordshire.

Paintings: please return to sender

Sir,—This week A level art candidates submit their paintings to examining boards throughout the country.

These works represent the best that can be achieved after an intensive and demanding course. Naturally, the paintings mean a very great deal to each individual candidate. Yet none of them get their paintings back. This is nothing less than a scandal.

A spokesman at the Joint Matriculation Board, Manchester, said: "This has been to the highest level and whilst project work is returned paintings cannot be." Why ever not? "The examiners write comments on them." I did not dare ask if they write on the front of the painting (philistines) or on the back.

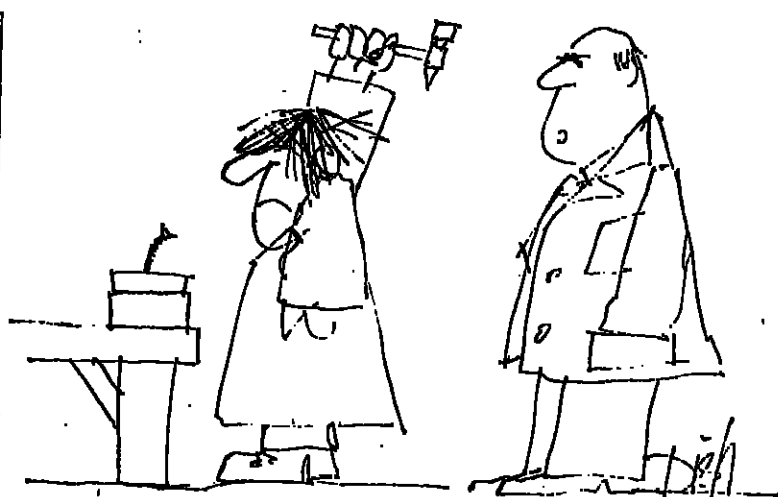
Surely a separate mark sheet would be practical and more efficient? The paintings could be kept until, say, Christmas in case of appeal and then be collected on a school basis rather than having individuals involved.

The man at the JMB said, "I'd ask you to write to the board about this, but we've been through it ad nauseam so that it wouldn't be worth your while."

Now if they are sick of people asking about it, why is getting not done? Public opinion could change the system.

In view of my distress—my child's painting is involved—and my disillusionment with the JMB in particular (who might in a fit of pique destroy the painting before marking it) I trust you will allow me to sign this letter more in anger than in sorrow.

FRUSTRATED PARENT,
Lancashire.



July—the year could start here

Sir,—The last meeting of the Berkshire Association of Deputy Head-teachers was a day conference to consider the very important topic of the transfer of pupils from primary to secondary schools.

One suggestion which was proposed was that perhaps the school year should operate from the first Monday in July. In the secondary school all external examinations will have been completed, the fifth and sixth year leavers will have departed, the pupils staying on with the sixth form could begin their courses, the timetable could run for three weeks to allow time for inevitable alterations to be effected. The primary pupils would leave their school on a Friday and start the secondary one on the Monday with much less of a time span to allow for pupils to become unsettled. The new intake would have three weeks to settle in to their new surroundings (most pupils re-adapt to their new school within two weeks) and by the summer holiday would have their confidence re-established.

With any proposal there are disadvantages to be considered. What about those staff leaving secondary school at the end of July? At present these are few in number compared to the advantage of settling a new intake into a school. The two major reservations I have are that (a) the pupils would just be getting into their new courses when the holiday would give such a long break that it would necessitate starting afresh in September and (b) would secondary teachers have worked under pressure to prepare their pupils for external examinations be able to generate the energy and enthusiasm needed to inspire their new charges?

I would be interested to hear from other schools or districts where such a scheme has been considered, and whether the primary or secondary teachers would consider it a practical proposition (suggestion).

I. MARKS,
Deputy Headmaster,
Wargel's Copse School,
Wargel's Avenue,
Reading.

Tax scheme with a certain humour

Sir,—May I congratulate John Rae on his suggested alternative to an education voucher system ("Dr Boyson, Whig," May 26). It is a pity he did not develop this idea more fully.

As I see it, a scheme of tax relief on income used to pay school fees would be extremely simple to operate. Each local education authority would be required to publish a full costing of each secondary and primary school place. A parent of a child at a fee-paying school, when completing his tax return, would enclose evidence from the school certifying that his child was a full-time pupil and would "gross-up" the cost of

a maintained place in his I.e.a. to what he would have to earn to pay for it. Thus assuming an I.e.a. place costs £800 and assuming he were paying tax at 33 per cent, a parent would gross-up the sum to £1,200 in his claim for allowances against tax.

Such a scheme could not be construed as politically divisive because it could be argued that no parent was receiving more than what he would receive indirectly in any case if he opted for a place at an I.e.a. school.

I am also of the opinion that such a scheme would not be without a certain humour. I am humbly

Equality must be made practicable

Sir,—With reference to the HMI's paper on political education is comforting to this teacher, who has been attempting to task their outline for years. The HMI's paper is a working political vocabulary which is being absorbed by the growing citizen from... labelled "practical" teaching one of our young citizens have employed and those official vocabulary outside the classroom.

Recently I wanted to relate work in a CSE group on the present international situation to current news with the aid of a map. The little chance of expansion due to the unavailability of specialist teachers in this field.

If this situation be true I question the ability of heads to cope with the changing needs of a school and accordingly that a school organization which had a clear explanation of the above premises might be able to give a more realistic picture to the teachers of need. There was the seen incapability of the girls and boys. Secondly, we were depriving half our pupils of activities that are recognized as a requisite of today's living.

Reorganization may be one solution for V. Wrigley's under-needwork teachers. Many integrate (and have done so for years) the "practical" subjects: Woodwork, metalwork, etc. and art can easily be combined with needwork and make for a stimulating work while the traditional skills associated with subject.

The reasons quoted against choice in school curriculum are excuses against change and not a setback to the recommendation of the Equal Opportunity Commission. The other two pillars of the school curriculum are the school curriculum and the school curriculum.

As a result of the school curriculum, the school curriculum is a finding reason to the school curriculum. The school curriculum is a finding reason to the school curriculum.

R. B. GOLDTHORPE,
Teacher of Design and Technology,
H.A. Mixed Comprehensive School, Hackney.

PROBATIONARY TEACHER,
Name and address supplied.

Beyond thrashing

Sir,—With reference to the letter day-schools might well be less than the true costing of one at a maintained school. In fact, many a fee-paying school might make a modest profit on the transaction.

Of course the plan is not perfect and parents paying little or no fee would be a disadvantage. However, a school would be so few as to make a solution (in the form of a school) a relatively easy one.

ALAN H. ALLSOPP,
78 Rival Road, Birmingham.

What happens when the subsidy fails?

Sir,—I am afraid that, as the head of an independent school, I should tread very cautiously on "the broad firm bridge between state and independent school sectors" envisaged by that advocate of the voucher system, Ruth Gurnwood-Scott ("Accountable to the customers," May 26).

Picture for a moment the voucher system in full swing (with, presumably, a Conservative government in power). Independent school parents are used to collecting their termly coupon from the

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Picture for a moment the voucher system in full swing (with, presumably, a Conservative government in power). Independent school parents are used to collecting their termly coupon from the

point office and using it to pay for two-thirds of their fees. After a while they are so accustomed to this subsidy from the local authority that, when the Labour government makes it impossible to pay the whole cost of many independent schools, they are forced to close. Many of the firms ought to take a close look at the voucher system after Mr. ROBERT TALCHIN, The Hill School, Westborough.

Sir,—The points in favour of literacy training at pupils' homes, made by John Taylor in his Talk-back article (May 19), are sound, but they do not demolish some very strong points in favour of literacy classes.

I have been a part-time literacy tutor for four years with classes of five or six pupils. I have found that my pupils enjoy the reading and writing sessions. They are motivated and enthusiastic. They are also able to apply their literacy skills to their own work. This is a very important point to remember. Literacy is not just a school subject. It is a life skill. It is a skill that is needed in all aspects of life. It is a skill that is needed in all aspects of life.

P. R. TALCHIN,
19, Griffith Street,
Bristol.

tion is that this was not an exceptional day, and that the amount of clear, explanatory reporting of politics at home and abroad in the tabloids is now next to nil. These are the papers which go into the largest number of homes. Not a lot of help with vocabulary here.

So can the pupils pick it up from television? They can if they can understand the often well informed, but also nearly always glibbed and jargon-laden reports of the correspondents. The link pieces in the news are too generalized to make sense without previous background knowledge. So neither help my CSE class to pick up a political vocabulary.

Perhaps there really was a generation that wanted page three and all the other things related to it, but did they only want that? I do not think that the future voters are that keen. They have stopped noticing page three unless they sense an unvarnished adult world, and the rest is "all gossip isn't it, sir?"

Good, simple political reporting will not stop them reading the

papers, and it would certainly help their political literacy. I am not talking about a few backward pupils, but more probably half the population.

It is very tempting to launch into generalizations and suggest that those who control the popular press do not actually want a politically literate population. If that is not the case, then it is time for a more responsible approach from the press, that bastion of free politics. Whether it be the case or not, others, who some think are much less committed to free expression, are very successfully using the vacuum. Those papers distributed outside the school are read by lots of pupils. The only spontaneous political discussion I have heard in a corridor lately was about the wisdom of joining political parties—and those mentioned were not the big three. Where did the participants collect the vocabulary for that?

R. H. REDMAYNE,
Blacksmiths Yard,
Colindale,
Northall.

Interviews: sillier and sillier

Sir,—Others have complained about what I may describe as the silly season for interviewing, but the current situation seems to have thrown up more time-wasting than usual. Is it because there are now so many candidates applying for fewer jobs that heads have too many to choose from? Or, as their schools are more stable, or declining in size, do they feel they have more time to give to interviewing?

Here, with a staff of over 80, there are always some who have come to what I might call the right point of departure and currently seek a useful promotion, but what happens? Some are invited for double interviews spread over two days for comparatively junior posts. Others find that the job specification is not what they were originally told, and others find that the school is so different from its prospectus that they turn away on arrival. Some of my colleagues have experienced the following during the last few weeks:

(i) A chemistry teacher offered an interview (before I was asked about him) and on arrival discovered that the school needed a physics teacher.

(ii) Another colleague visited what appeared to him to be some nineteenth-century "horror" and found

that of the invited candidates all but one wished to proceed to further, and as this was the other end of the country he spent part of the weekend and Monday travelling to and from the school.

(iii) A senior colleague who has already declined possible promotion for good reasons was interviewed with a group of other well-qualified candidates and no one being appointed. In this case it should have been obvious on paper whether the candidates were what was required or not.

I could go on about this time-wasting; pupils left untaught at a critical pre-examination period; waste of public money; but I wonder if I dare suggest (a) that heads should find that the job should give the job to some of their senior colleagues who can, and (b) that the authorities institute some kind of financial penalty against those of their members in cases where it is reported that teachers fail to proceed to an interview on arriving at a school because it obviously does not live up to its prospectus.

R. GWILLIAM,
Headmaster,
Monks Walk School,
Knightsfield,
Welwyn Garden City, Hertfordshire.

Sir,—I find myself saddened and puzzled by the endless debate concerning the compulsory nature of out-of-hours activities, whether this applies to parents' meetings, supervision at lunch time or what-ever.

Are we, as teachers, in loco parentis or not? Do reasonable parents abandon their children when it suits them? Could it not be written into our contracts that we are all expected to take our share in looking after the best interests of our pupils all the time they are at school? And furthermore to attend such meetings as may be necessary to further that end. In return it seems reasonable that we should receive a free mid-day meal if we want one.

If we want to continue to be treated as professionals then let us have that privilege and behave accordingly.

PETER HAYWOOD,
Headmaster,
The William Sharp Comprehensive School,
Burborough, Nottingham.

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LETTERS

N and F

Small comfort for scientists

Sir,—Many of the doubts about the N and F proposals have come from teachers of sequential subjects, and as science teachers we find little comfort in the two most recent publications of the Schools Council. Under the N and F scheme all subjects might expect to attract more students, but in the survey of 19 schools and colleges published in Bulletin 35 the smallest percentage increases are in physics, chemistry and mathematics, 31 per cent, 34 per cent and 49 per cent respectively, which are much less than the 67 per cent suggested by simple numerical scaling. It appears that biology might have a substantial increase in numbers (109 per cent); some of this increase appears to be in human biology which, though excellent on general educational grounds, would do little to increase the potential pool of students qualified for science-based courses at a university or polytechnic.

We welcome the greater choice and broadening of the curriculum that a five-subject pattern produces but like the Standing Conference on University Entrance in their report Universities and the N and F Proposals we question that it leads to a postponement of choice. The SCUE report states, "If the standard combination is to be two and three N, and the universities insist on named F levels for their

course requirements, then the new scheme could actually be more restrictive in terms of entrance than the three A level curriculum and would therefore encourage premature specialization and the narrowing of opportunities."

We strongly support the suggestion, first put forward by Sir Alan Richmond, and now made by SCUE and by the Royal Society/Institute of Physics Committee for Physics Education, that four subjects at one level would be a most acceptable compromise. Four subjects at one level would allow students to keep options open longer than in either the existing pattern or that suggested by the N and F proposals. There would be some loss in choice, but an immense gain in flexibility of timetabling and ease of examination. There would be fewer difficulties for universities in making conditional offers during the transitional period, and it would ensure that enough work could still be done at school to maintain the present three year science and engineering courses at the universities and polytechnics.

PETER HUGHES,
Shrewsbury School.

MICHAEL BARON, Winchester College.
ANDREW BISHOP, Harrow School.
GEOFFREY FOXCROFT, Rugby School.
JOHN LEWIS, Malvern College.

Only test for English texts...

Sir,—In his letter concerning the study of other writers' works, Mr. King suggests that, however great a depth, will not produce high standards of work? If, however, Mr. King is suggesting that the works of Shakespeare, Chaucer and Milton are of greater value, or worth than those of other writers, then he is on very shaky ground indeed. The only way to test the value of these writers in this context is to let teachers and students choose to study their work. Surely sixth form teachers like Mr. King are capable of making sensibly representative choices at this level of study, and should be encouraged to do so, rather than comply with those whose assumed authority to decide for them is highly questionable.

PAUL FARMER,
Head of faculty of communications studies,
The Stoke High School, Ipswich.

His principal concerns seem to be the threat "to traditional A-level standards", and the needs of "the more able literary scholars", both of which I am sure will be shared by many English teachers. However, he fails to explain how these standards will be jeopardised by the reluctance of the London University Schools Examination Department to make certain texts compulsory study. His consequent fear that the works of Shakespeare and others will disappear from future sixth form exam syllabuses implies a connexion between the study of these works and "high standards".

Headmaster,
Monks Walk School,
Knightsfield,
Welwyn Garden City, Hertfordshire.

Privilege of a profession

Sir,—I find myself saddened and puzzled by the endless debate concerning the compulsory nature of out-of-hours activities, whether this applies to parents' meetings, supervision at lunch time or what-ever.

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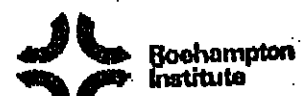
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Beware participation

on Jones highlights

of the difficulties involved

devolving power on

small groups in the community

1972 Sidney Stringer was established in the inner city of Coventry as a school community college. The area had the focus for a considerable amount of redevelopment, with the usual high scores on social deprivation, and a multi-racial population. The college's objectives appeared to be clear and ambitious.

It aims directed attention to participation and the enlargement of the decision-making process. It was "to be seen by the community as an enterprise which is theirs, which has their interest at heart, in which they feel welcome and secure. It aims to be a community centre managed by the students for their own benefit, with as little interference from the professionals as possible."

A large integrated staff, composed not only of teachers and community workers, but those who attempted both roles, came from two sources: the amalgamation of two well-disciplined, streamed secondary modern schools; and various parts of the primary and colleges of education, attracted by the progressive concepts in community education, as well as team-teaching, mixed-ability sets, the eradication of corporal punishment, an intensive home/school links programme, and an emphasis on CSE rather than O levels.

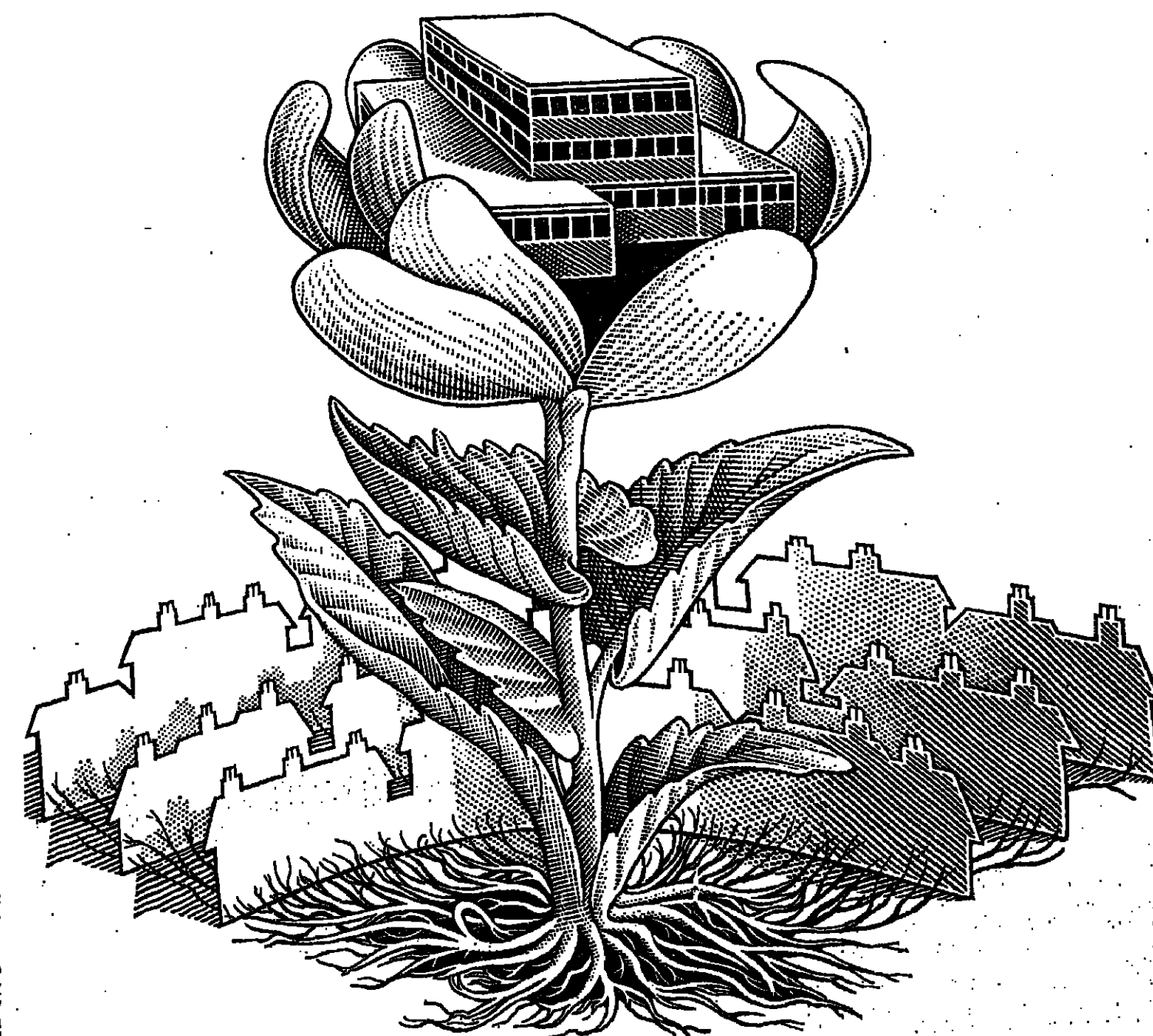
Its inception encountered difficulties. Some of the staff were hostile to the community concept. Others, while congenial with the concepts of progressive education, lacked experience in basic classroom technique. There were problems of racial tension, violence, truancy and vandalism. Today the school has little truancy, no violence in the classroom, hardly any vandalism, and an atmosphere that many describe as warm and happy, with excellent relationships between staff and pupils. The exam results are good.

A school that is not caring, and imposes discipline on children in the name of order, thereby creating groups of children who are scapegoats to dissipate their feelings of violence, that streams pupils into different ability groups, with the possibility of creating a rejected group, who may be of one colour or culture, is an argument for creation or at least maintaining racial tension and hostility.

At the atmosphere is one of trust between pupils and staff, then, in the main, there will be no worse, a truce between pupils, in our experience, there is no more orderly relationships within and outside the classroom a distinct measure of cooperation and support between pupils and individuals.

This success would not have been achieved if power and control had been vested in a staff body. In the first 18 months most of the staff and parents would have voted for a return to established and traditional forms of education, with an emphasis on strong discipline, and with corporal punishment. There would also have been decisions which would have divided school from community, and in this they would have had the strong backing of parents.

Participation can vary from the presentation of information, which is no more than an open communication, to involvement in decision making. If one seriously believes that the community should be involved in decision making, one must realize that a democratic structure does not give power over to the people, but to all groups often, adult, at committee



Bill Sanderson

Most people in our catchment area are unused to the ethos of committee work. At Stringer, community staff may have found themselves in the position of having brought carefully nurtured members to committee, only to see their protégés' insecurity heightened, or their own close relationship demeaned, by the genuine but complex formal structure of decision making.

A person who enjoys committee work is not typical of society. Attempts to increase members of committees and intensify participation fail because the structure, while democratic, inhibits involvement. What actually happens is that individuals gain control by the support of other small groups, and maintain that support through the use of power.

A kind of working class bureaucracy is established, presenting a barrier which even the willing local citizen has difficulty in penetrating, and perpetuating its own existence. When the committee has the power to give out cash grants, the action of the local authority in transferring parts of its financial control to the local community is not democracy, but the passing of power to a smaller group, who have only a limited perception of a small segment of a community or neighbourhood. This perception, though thankfully not as narrow as that of the local authority, is still a perception of a small segment of a community or neighbourhood.

Little education in democracy takes place, since the elements of control and power are already well understood. Liberals and radicals who advocate the

power of association and neighbourhood groups must be clearly aware that they are not handing over power to the people. To guide groups into participation, based on a tenuous theory about the alienation of the poor and the evils of powerlessness, and to attempt to produce widespread democratic control and participation, is really to pass power to yet another group, and perhaps deny to those in most need the benefits of an enterprise set up to satisfy those needs.

The role of the professional becomes more important, with a paid licence to intervene in people's lives. I include a teacher who motivates a child from a non-academic home into academic success and higher education. Participation is possible, but is closely related to the professional worker, who in this context acquires responsibility analogous to the process of teaching, where guidance is a central concept.

We have also found that the participation of adults, too often rejected by the education system as being uninterested, is closely related to the ethos and values of the school, and to their school experience. At Sidney Stringer we have a key figure who has been integral to the development of community participation: the house head.

After some contact with the junior school, the house head takes over about 100 children at the start of their secondary education, and takes them right through the school, in these five years he or she will be responsible for the

pupil's academic, social and moral development. The relationship with parents is crucial: at Sidney Stringer every house head must undertake the minimum of one positive home visit a year.

In this way, the house head becomes the instrument whereby the aims of the school and the purpose of education are discussed, based on the firm foundation of a trusted relationship between family and school—the school being that one person who has been welcomed into the house by the family. Increasingly we find the family desires such contact, even when, in school terms, the child's progress is satisfactory.

The house head is also a link in another sense, since parents are also concerned with the institution as adults, living in the community that Sidney Stringer hopes to serve. Their fears, hopes and demands can be transmitted back into the structure of the institution, especially when the parents themselves are concerned and nervous regarding the entire education service. In this way we are reasonably certain that all the views of our parents are being considered, rather than those of what could be a vociferous minority.

When we now call a meeting on a year basis, or for specific activities such as an employment evening, we can usually guarantee a good attendance, mainly because the parent would not wish to "let down" the house head, who has sug-

11

Homework or housework?

Are girls less likely to be treated as second-class citizens if they are educated separately from boys?

Penny Allen finds out how the views of girls in a single-sex comprehensive differ from those of girls in a co-educational school

gested that the meeting is important because of the trust now established between the two.

We have seen signs that when families are in difficulties it is possible for a house head to act as a medium, whereby all agencies serving the area may be joined in an attempt to solve a particular problem. It is far better for house heads to act in this way rather than attempt to extend their role to cover that of social worker, counsellor or community worker. This is sometimes a danger with over-committed staff.

Most community colleges have a mothers' group. The Sidney Stringer group has certain differences from those elsewhere. It is all white, and was brought to Sidney Stringer by the local social services department. A community worker who was also a qualified teacher of home economics was attached to the group. They were given a "space" in a project area, where teaching in aspects of child care, in needlework and fashion to children of statutory school age also took place.

A small creche was established for the pre-school children, looked after initially by a rota of mothers and pupils involved in child care CSE courses. The mothers drank coffee and gossiped, gradually and with increasing confidence eavesdropping on lessons going on simultaneously. The community worker, who had by this time gained their trust, then took certain lessons in child care, and the teacher sat among the mums.

The next step was to ask the mothers to exhibit to the pupils some points of child rearing, such as changing a nappy. Gradually discussion, informal and unstructured at first, started to take place. Eventually the community worker, with the teaching staff and outside help, was able to start a formal structured adult education course in child rearing.

Mothers, some of whom had rejected school, had now experienced with confidence an adult education class, where theory and practice, discussion and debate had been natural and acceptable. Once they had confidence and security in education, the next stage was to disseminate their knowledge and perceptions to other mothers in the neighbourhood.

Some of the 15 and 16-year-old girls would also have been a part of this group. Their future would be similar in some instances to the reality of the lives of the mothers. When they become mothers, perhaps at 17 or 18, they, too, may face life in a high-rise flat.

It would not be sufficient to know that a play group existed at Stringer. It would be essential that the girl knew a welcome awaited her, that her response to school was positive, and that she felt it to be a warm and caring atmosphere, that people she knew as teachers whom she knew had cared for her still existed, and did not evoke hostile memories or threaten her hard-earned and won adult status.

Such a girl would not involve herself in the D stream, forced to wear uniform, and made to learn to write, and to be the reality of the total community concept.

What better person than this 16-year-old mother to talk to those girls now 15, who remembered her as a pupil when they were 12, about the realities of pregnancy and child rearing. The same principles underlie our approach to the involvement of Asian women.

On this basis we appear to have made a start towards enabling some groups normally classified as non-participants to contribute to the running and use of the institution.

Arfon Jones is head of Sidney Stringer Community School and College, Coventry.

Fewer girls than boys take O and A levels, far fewer girls get apprenticeships or go to university, women graduates earn 35 per cent of male graduates' salaries. In recent years the comparative lack of success among women has been well documented.

The implications of these statistics are more disturbing if we trace them backwards. From birth to 11 or so, girls are ahead of boys in tests of verbal skill, intelligence and academic ability. Somewhere between 11 and 16, the years when crucial decisions about the future are taken, they begin the downhill slide.

Until recently, there was one obvious discriminatory factor operating in our schools: although more girls passed the 11-plus, there were not nearly so many grammar school places available to them. This is still so where the 11-plus is retained.

A case brought and lost by the Equal Opportunities Commission against Tameside Education Authority, which offers only one third of its grammar school places to girls, served once again to demonstrate the inadequacies of the Sex Discrimination Act, which has a let-out clause for single-sex institutions including schools. There are still nearly twice as many maintained boys' as girls' schools, 725 to 367.

The rationale behind mixed schools seems sound in its liberal intentions. Hazel Hardy, head of Stockwell Manor, South London, a mixed comprehensive, was in favour of coeducation: "As we live in a world in which there are men and women, so it is better to be educated in a community where there are both sexes."

But if a school reflects society, it can also reflect its imbalances and discriminations. Anne Jones, Head of Vauxhall Manor, an all-girls school in the same catchment area, feels "it is easier not to be a second class citizen in a girls-only school." Evidence suggests that whereas in mixed schools children tend to reaffirm their traditional sex roles in their choice of subjects, in single-sex schools girls are more likely to choose a science and boys a language.

Even where there is ostensibly a large choice, and usually coeds can offer a choice of subjects, the choice is often a false one.

Technical drawing, offered as a "choice" in the fourth year, may require previous study of metalwork, a subject only on the boys' timetable. And, as a girl in the coed pointed out, "O levels depend on it, so you're not going to choose a subject you haven't done."

Though girls may be offered "boys' subjects" at an early age, unless actively encouraged, they may be reticent: "I wouldn't like to be in a classroom with all boys," said one girl. Another said, "You get extra looks if you do something wrong. Women always have to be better to get treated equally."

Anne Jones is concerned that girls should have as much opportunity as boys. She encourages the girls to study sciences, and has arranged a swap with the local boys' school, so the girls can use

their facilities while the boys come to them for home economics.

One of the sixth formers who missed out on such help was told, at her interview to do engineering at Brunel, that normally students are expected to have a background in technical drawing, wood and metalwork. Even after winning the struggle to get into engineering, a girl must be on the lookout, she said, for being channelled into electronics, the more "feminine" branch. She is determined to do all three branches—"it's kind of like a challenge."

Ironically, it seemed more difficult for the girls to do mechanical science in the mixed school. A fifth former said: "It doesn't enter your head to do metalwork and things like that, because they aren't on the timetable." About 25 per cent of the fourth year boys have chosen to do housecraft, but none do business studies and only two girls do metalwork. Few girls choose to take sciences, and when they do they tend to choose biology. "It's not so mechanical," said one.

Hazel Hardy is acutely aware of the problems, and says the school "is striving more and more to open up equality of opportunity for both sexes. It is as important for a boy to learn to cook as for girls to do mechanical repairs." She is in the process of interviewing every child in the third year with its parents, as part of a programme leading to the choice of subjects.

She is particularly worried about the girls, many of whom "are of higher potential than they see themselves", and are sometimes supported in this view by their parents. She admits that at their age "I didn't set my sights very high either. A realization of opportunity came to me with maturity."

She is fairly unusual in being the head of a mixed comprehensive when only one in four heads is a woman. For many girls whose self-esteem is low the opportunities, if they do arise later, are limited.

The unwitting influence of parents and teachers, who serve as models to the teenager, may be as important as deliberate encouragement or discouragement.

A girl who sees few women in positions of authority at school, whose mother's job is secondary to her father's, and whose sister has been all the girls' "role model" for the last 10 years, will not work while her brothers get on with their homework is unconsciously developing expectations about her own future.

As there are few single-sex schools, parents often have to make a positive decision to send their children to one. Perhaps parents who choose an all-girls school for their daughters are more ambitious for them? Certainly the girls at the single-sex school complained less about discrimination at home.

Some parents, Anne Jones thought, chose a girls-only school in the belief it would be quieter. But she felt on the contrary that the girls had more chance to express the full range of their behaviour. This sentiment was echoed by a girl at the co-ed, who thought a girl at the co-ed had to "be young to be Vauxhall Manor" and "see boys."

The girls in the single-sex school positively wanted a separate feeling they were more mature, at 11, and that boys would do the work. The girls in the mixed school were equally pleased to be at their school, but there were many advantages had from coeducation, though, poignantly: "When we came to school we were taller than the boys we have to look up to them," at a party they might pretend to be cleverer than a boy, in sports they only friendly competition, but a boy he doesn't like to beat to keep racing," said one.

They all thought boys were more capable to having their own school, though that didn't deter them. They needed "pulling down a bit," they thought the girls in the single-sex school suffered from a male company. "I'm not accusing the boys of being hysterical," said a confident former, "but they get flustered, boys talk to them." Another said: "I used to be a little bit shy of boys, but I was at an all-girls school, I was so forward." Someone else said: "You get used to talking to boys, realize they're just like you."

None of them, however, had ever had a boy friend in the same class, for fear of being teased. The girls in the single-sex school felt they were more free from stereotyped roles. Their view was reinforced by a girl from Stockwell Manor, who complained that in a mixed school she had to be a piece of furniture, and to be a boy was asked to do it. Once she had carried a table without being asked, a workman had gallantly taken it for her.

Both schools have a health education programme which includes talks on sex. This seemed to pose no problem for the girls at Vauxhall Manor, but at Stockwell Manor, though they found it not comfortable, were in a double trap. They did not like questions in class, they seemed to but on the other hand "if you say anything, all the boys say, 'oh, she's a bit out of it'."

On the whole the girls like lessons with the boys, and they were unanimous about the games teacher would be a boy. They recalled nostalgically a sports teacher had been away on a course, and the girls and boys went to school together. The mixing of the sexes created more energy, just as in class competition meant "you have to be your best."

Schools have to find ways of involving mothers' secretaries and home economics teachers, and giving girls the experience and confidence needed to do the job. They have shown in the awareness of the problem in the schools was high, and was particularly illustrated by the girls themselves. Vocabulary was peppered with "girls and feminists."



Pupils and teachers from Robert Montefiore on a protest lobby to County Hall last month.

Five under threat

London teachers have been getting together with parents to fight the threatened closure of their schools. Graham Wade reports

Last autumn the Inner London Education Authority announced a new set of principles, laying down criteria and procedures as a basis for considering the future organization of secondary schools in any given area. This was prepared against a background of falling rolls, caused by a combination of families moving out of inner cities and a drastically declining birth rate. The ILEA estimates predict that their 11-plus age group, which was more than 30,000 in 1977, will fall to just below 15,000 in 1984.

Already the ILEA has set in motion the new process to decide the future of schools. It has asked for a "comprehensive" review of all schools, and almost inevitably, profound differences have arisen between those in the schools and the officers of the authority. A small group of teachers from the schools in question recently met to discuss their views on what had happened so far, in order that others finding themselves in a similar position might learn from their experience.

Lavender Hill School, in south London, has three-form entry for girls, and was the first school in the capital to discover itself under threat of closure. In December 1976, the staff and governors requested a meeting at County Hall to discuss "improvements" they felt were needed in science facilities. They were told this raised some difficulties. In January 1977 some education officers visited the school, to announce that its future was in doubt as admissions were too low. Betty Hunter, who teaches English there, recalls: "There was a stunned silence, and we were asked to keep the

matter secret." Shortly afterwards it became clear that the ILEA wanted to close the school, so the staff launched a vociferous campaign, with the help of parents and students, to save it. Eventually, in the face of solid opposition, the authority gave Lavender Hill a year's breathing space to prove they were a viable school.

Mary Greene, another English teacher, continues the story: "Even with a year's reprieve we felt our rolls could only fall due to the machinations of the authority. We had to fight to get our name back on the primary heads' lists—as they'd taken it off the previous year. We had to decide to have our building repaired, as it hadn't been done for nine years. The authority said we had been decorated more recently, but eventually gave in, and now a £49,000 repaint is taking place."

The parents of the 1977 intake were invited to a meeting by the teachers, before the authority had the chance of offering them the further opportunity of sending their children elsewhere. They were told of the fluid situation, and, to the teachers' surprise, resolved to fight to keep the school open. In the late autumn the ILEA initiated the new procedure for the school, and at the public consultation meeting the pupils and parents told the authority exactly how they felt.

Another of the staff's concerns was raised by Betty Hunter: "The ILEA officials have saved time, and again that our educational standards are quite satisfactory, and it is only our falling admissions that are at issue. We still don't have a balanced intake, since we went com-

prehensive only two years ago, but we've still proved we can get girls through exams who wouldn't normally have the chance of sitting them in a larger school. Our smallness enables us to give the girls the support they need, particularly as many of them are severely disadvantaged and in care."

Yet the Lavender Hill Staff are not interested in remaining open unless they are given better facilities. They are adamant in their demands for better conditions at the school, which in some respects has been allowed to run down. The threat of closure has welded the staff, and they have decided to use the time to properly analyse the strengths of the school.

Three schools in the Westminster division—Paddington, Rutherford and Sarah Siddons—are also now under review. Brian Honeyball, secretary of the local teachers' association, reinforces several of the criticisms made by other schools of the ILEA's consultation procedure.

"It was like a bombshell for us. The impression I took away from the public meetings held at Rutherford and Paddington was that the parents were frustrated. After they had expressed their total hostility to the proposed changes, there didn't seem to be any formal way of channelling the discontent. The authority simply said you are welcome to write to County Hall."

All the teachers, including those from Robert Montefiore, in east London, the fifth school affected, resented the way in which the ILEA had come forward with sets of options already prepared.

There seemed to be no way for other parties to have any new alternatives included in the documents. The view was widely held that the ILEA had only provided for token consultation, and were not seriously concerned about proposals running counter to their own.

Both Paddington and Rutherford schools feel there is a strong need for their two neighbourhoods to have schools at the centre of the local community. Brian Honeyball explains: "The two staffs believe they can only do their best for the kids in stable situations. It would be bad for them to be moved to distant sites with new sets of teachers to get used to. We feel we can overcome the problems of maintaining a viable curriculum and facilities in a relatively small school. We've only recently settled from mergers which took place in 1972-3. To go through that again so soon would be extremely disruptive."

Dave Lawrence, a teacher at Robert Montefiore, a school that has become largely Asian as it serves the Spitalfields area, admits they are in some respects in a different situation from the other schools. The future of Montefiore has been under discussion for some years. The staff welcomed the current review, but are unhappy about the way it has been carried out.

One of the major worries of the local Bengali parents is the possible dispersal of their children to neighbouring schools, which—as it was delicately put to me—"are not so welcoming to Asian students."

Over the years, the Montefiore staff has built up a rare expertise in dealing with a large proportion of non-English speaking pupils. They argue it would be entirely counter-productive to disperse these skills by closing the school as it now is. They also believe the harmonious race relations built up in the school are worth preserving—especially in an area that has developed a bad reputation in this sphere.

However, it is the arguments that run across the board, beyond individual schools, which the teachers hold to be most significant. They criticise the ILEA for not taking a broad enough view of the problem. They advise other teachers to begin considering the issue now, rather than later.

Betty Hunter warns: "Teachers must be ready with plans for their whole area before the authority arrives with its own package. If there is no coherent view, then one school will be closed after another. Education will become generally unstable for both teachers and taught, and staff will be moved about as a result of school closures and falling rolls."

Recent ILEA statements on multi-ethnic education and disruptive pupils were cited by the teachers as examples of progressive attitudes, but they felt that the ideas in them were at odds with the conditions created by closures and amalgamations. Indeed, the very schools most likely to be selected for change were those with the worst problems.

"Each school should be looking at ways it can wholeheartedly support an overall plan," argues Betty Hunter. "Teachers must realize it's not just someone else's problem, but everyone's. Solutions can be jointly worked out by schools agreeing to reduce their form entry in cooperation with neighbouring schools."

Pressure should also be applied on authorities to show them they have a golden opportunity to improve standards by reducing class size to 25. Unless teachers take this matter seriously, they will find they have much greater problems on their hands in the not too distant future."

All the teachers from the five schools believed they had been chosen for review because the authority expected little opposition from the parents, who are mostly disadvantaged and black. The demonstrations mounted by the staffs, parents and students—which will continue over the next few weeks until final decisions are made on each school—seem to have proved them wrong.

Correction
The article "Parentship practice" published on May 26 was by Norman Evans, not Norman Thomas as stated.

Alas, the modern world

Longman



The gendarme and the tourist—or perhaps Parisienne



Capital advances

PETER TURNER describes how Surrey is helping its schools to set up learning resources centres

Schools considering the establishment of learning resources centres are often daunted by the high initial costs. To provide facilities for individual learning using a variety of media, appears to be beyond their financial resources.

Not only is equipment needed for audio cassette and records, for viewing slides and strips, but there is also the cost of the considerable collection of materials for all the academic subjects studied by pupils of secondary school age. Although some of these items may be available already in academic departments, it is unlikely that sufficient apparatus and appropriate materials can be collected to sustain the need for further acquisition.

Yet, if the initial collection of materials provided in the learning centre is inadequate, it is difficult to demonstrate its value to staff and students. If the centre fails to provide learning opportunities for a satisfactory number of pupils, it is not possible to justify the staff needed to supervise those that do make use of it.

Obviously, the staffing of any learning centre should not be at the expense of increased classes in other parts of the school. Thus, it is vital that the centre can provide learning resources for a substantial number of pupils even during the first year of its existence.

It is also important to ensure that the centre provides variety in approach and choice of media. Although many may prosper for a time on a diet of printed materials taken from magazines, abandoned books and the like, others will need an audio visual approach which is only possible if there has been adequate capital investment.

Surrey schools have been helped to overcome this problem by a system of long-term loans. This system, which we call pump priming, has helped to compensate for the difficult financial conditions of recent years by making it possible for schools to borrow items needed. The collection of equipment and materials, which has been acquired over the years by the Surrey Programmed Learning Project, is available on loan to those schools which have made definite plans to establish a learning resources centre.

It is expected that schools wishing to take advantage of this opportunity will have allocated some of their own capital to the project and will have suitable accommodation and staff available. They are then permitted to draw items

from the collection of equipment and materials for use over a three or four year period.

The balance of these items can be adjusted during that period to accommodate changing needs, and it is usual for the withdrawal of loan equipment, for reallocation to other project schools, to be spread over a period of time. It is expected that schools establishing a centre with support from the Programmed Learning Project, will use their capital to purchase items to replace the equipment on loan and allow the gradual withdrawal of project equipment to take place. The centre of the establishment costs for a resource centre to be spread over a number of years. It ensures that staff, pupils and parents see the value of the facilities and are more inclined, therefore, to make the necessary funds available.

The apparatus available on loan remains the property of the Programmed Learning Project. This project was originally devised to help in the teaching of mathematics but recently has broadened to include resource-based learning in all academic subjects. The collection of equipment includes audio tutor teaching machines, filmstrip cassette units and slide viewers linked with cassette players.

Although mathematics is still strongly favoured in the collection of materials, other items have been added to the collection either from commercial sources or as a result of local initiatives. The programmes vary from a single lesson assignment to complete courses like those for language learning produced by Scilicare and Lingaphone. The collection includes materials for a variety of abilities and ages.

The need for local production, as distinct from the original practice of hiring commercial materials, was a by-product of the economies in education expenditure introduced in 1976. The money available for the Programmed Learning Project was reduced to £5,000 a year which was insufficient to permit the continuation of the leasing contracts. It became vital to use all the facilities available to overcome this deficiency.

This initiative was encouraged further, with the establishment of the Gifted Children Project. In many vital areas of learning, there are no satisfactory commercial materials available for children with high academic ability. The authority was fortunate in

that most of the staff and facilities for production were already in existence. The Programmed Learning Project had a teacher-coordinator who was willing to add production to his existing duties. The media resources centre had staff who possessed essential skills.

There was an artist who could spend time on graphics and captions, a production engineer with Pathe training and a printer who had the ability to produce on obsolete machinery, high quality colour materials. Within a short space of time, this group came together as an enthusiastic team.

The presenters involved me skilled teachers recommended by specialist inspectors. To reduce the time involved in the preparation of materials to a minimum, they are invited to take part as individuals and the temptation to establish production committees has been resisted.

Every effort is made to reduce the demands upon the teacher's time to the minimum. They are not expected to travel to the centre or prepare any of the visuals. Whenever possible, their contribution is made in their own school and if practicable, in their own classroom.

In many cases, this means that a skilled teacher can present a programme in a half day whatever the chosen presentation format.

The art-work, captions and other essential photographs can be added at a later stage, without involving the teachers concerned. This does result in inevitable delay between the original teacher presentation and the final published product. Once the final product is approved it can be duplicated and made available to all schools within the authority but especially those involved in the project.

These two aspects of the Programmed Learning Project, pump priming and production, have proved to be economically viable to the authority and to the individual schools. They have ensured that schools have been able to start resource systems, where they have the will, despite the economic climate and that there is the opportunity for the teacher with original ideas to get support to turn those ideas into attractive learning packages. All this has been achieved on a limited budget thanks to the enthusiasm and skills of the teachers and technicians involved.



Distinctive characteristics

by David A. Alexander

Regional Geography of the British Isles. Wales, The Midlands, Northern Ireland, Central and Southern Scotland, South-West England. Educational Productions Ltd, Bradfield Road, East Angley, Wellesfield.

These six filmstrips complete a series which aims to provide a comprehensive view of the distinctive geographical characteristics of each area by examining selected

A wider range of themes is possible by choosing a different sequence of frames.

By contrast, in the Midlands, R. Baker concentrates on the reality of the landscape approach, emphasising the combined variety of rural, industrial and urban landscapes. Suggestions for practical exercises based on related Ordnance Survey maps are very sound. However, in view of the current interest in the problems of inner city areas, a more argumentative approach to the region's new towns might have been appropriate.

Wales is too large a subject to be covered in a single filmstrip. However, the author's approach is to concentrate on the region's distinctive characteristics, which are to be found in its landscape, its people, its history and its culture. The accompanying booklet is a valuable addition to the series, providing a wealth of information and suggestions for practical exercises.

In South-West England, K. P. Thompson and R. Allison have adopted a thematic approach, under three main headings: 'Landscape and Industry', 'People and Communities', and 'Nature and the Environment'. This approach emphasises the variety of natural and human-made landscapes as well as the diversity of the people who live there. The filmstrips are well illustrated with photographs and maps, and the accompanying booklet provides a wealth of information and suggestions for practical exercises.

Through persecution to respectability

Baptists emerged on the radical wing of the Reformation and progressed from persecution under Stuart kings, through toleration to eventual recognition and respectability as one of the Free Churches.

To tell their story the Baptist Historical Society have produced a tape-recorded series of lectures, pictures and teachers' notes. Who are the Baptists? ISBN 0 903196 05 4, costs £1.50 and is available through the Baptist Historical Society from The Rev. J. S. H. Elphinstone, 146 Greenvale Road, Brixton, London SW9 9PQ.

The series is a valuable addition to the study of the Baptist Church and its history. It provides a clear and concise overview of the church's development from its early days of persecution to its current status as a respected member of the Christian community.

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The why of conservatism

by John A. Barker

Why Conserve Wildlife? An audio visual presentation, consisting of 80, 35mm colour slides, with notes and a cassette tape. Available from: World Education Project, 80, Buxton Lane, Woodmansland, London GL52 4QJ.

This is one of a series of aspects of conservation by the project. The video is also available as a filmstrip at £30.00, mounted slides at £24.00.

The notes simply describe the recorded material. The tape has been recorded at 1,000Hz signals so it can be used with a cassette player.

The slides are attractive and the photography is high quality. The wide ranging and moving slides could equally well be used in other contexts to illustrate the same points.

The commentary, by Scott, is on the Department of Education and recorded, with a music score.

Each of these aspects of conservation is a valuable addition to the study of the subject. They provide a clear and concise overview of the importance of conservation and the role of the individual in protecting the environment.

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Students on the breadline

by Peter O'Neill

Chinese overseas students in Britain are obsessed by a fear that the Home Office may be hunting them down to expel them. Their crime is simple: they are poor.

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Teachers and cooks

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As the conference continued, odd jokes and references to cooks and caretakers slipped into the conversation. Some people even got to their feet and asked what was wrong with cooks? After all, the Schools Meals Service had submitted evidence to the Taylor Committee.

Nothing was wrong with them, it seemed, they were probably great in the kitchen, but they simply weren't professionals.

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The relationship rarely penetrates to the point where teacher and parent are seen as a joint driver of the bus conductor. It is no surprise, then, that having to enter into democratic dialogue with the cook presents problems. It is difficult for teachers to shed attitudes, having played the professional role for so long.

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In an attempt to break this pattern,

One of the strengths of the programme is that both the observer and the observed are participating teachers. Each learns by observing the other's techniques. Each lends support to the other.

Today Sam Kerman leads a team of several enthusiastic teachers based at the

Stuart Smith is deputy Santa Clara County Secondary School Superintendent. He is the author of a pamphlet on the project, available from Sam Kerman by writing to the Los Angeles County Center, 9300 East Imperial Highway, 246, Downey, California 90240.

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by Colin Greenstreet

Our activities with the video group are a good example. Making films was not

The Brianzer are not teachers. Their training is a two-year course in practical social sciences and child care. Before working in this school, Giff had worked in a children's home. Gonda is a home for mentally handicapped children. Because they don't put any academic pressure upon the children, they can be accepted on a relaxed basis, which makes real contact possible.

the children and bright posters, done with the children. "Problems? Come and see how we're here every lunch hour!"

Two weeks passed with little response, but by the time last week had almost come many children there. However, our work was not always on so great a voluntary principle. We used a lot of more pressure to gain contact with children threatened with expulsion like Robert, Stefan and Mike. Meeting an "emergency" group of about 200 late, and making one on the last school

and which employed a great relief there were signs both from the Erzieher towards the end of my stay, the tutors working with the Erzieher groups.

My period in the school ended at both a pleasing moment. Our work was of a nature and status; it was not too routine because I had to learn

2000

See pages 39, 40 and 41

By Monday, for the following Friday's issue.

DERBYSHIRE

Chief Education Officer, The London Borough of
Waltham Forest Municipal Offices, High Road,
Leyton, London, E15 3JQ.
Closing Date: 28.6.78.

London Borough of
**Waltham
Forest**

Nicholas Hitchcock looks closely at the expanding video market.

e reports on Audio-Visual '78 where the latest developments in video were on show

Even the most casual visitor to Wembley could not fail to come away with the firm conclusion that Sony's new JV-C U-matic video recorder is a high-class machine. In industrial and educational standard, but U-matic machines are relatively expensive and many schools must look towards the cheaper, more "domestic" systems now available. Wembley has helped to clarify and confuse the domestic scene.

The Matsushita VHS system is backed by a number of East-Asian firms including JVC, and its own systems including the VHS-1000 are already available here and National versions will soon be launched.

In the United Kingdom Panasonic has a solid following with JVC are already appearing with Radio Rentals models expected to follow. Sony will launch its Betamax recorders next month.

Philips recently cut up to 40 per cent of the price of its Philips-made models, suitable for use in the Philips N1700 VCR machines. Other manufacturers of Philips video cassettes, including BASF and 3M, have followed with similar price cuts. Although retailers are still reluctant to advertise these price cuts make the Philips systems more competitive with the Japanese competition.

Philips has also plans soon to have available a three-hour video cassette for use with the N1700. This further extension of time is achieved by crumpling more tape before loading into the cassette, not by modifying the film.

A recent check at Wembley among around dealers in London shows that a ridiculously wide range of prices is being asked for Philips video machines. A VHS-1000 can be as much as £20 for a VC 60130 (running for 2 hours 10 minutes) or an N1700 machine, or a little as £18 for a VC 69150 (running for 21 hours 40 minutes). Clearly understanding the situation surrounding the launch by Grundy of a further variation on the Philips system.

Clearly Grundy already has access to manufacturers' prices of £150 each

form format and N1700 Long Play format video machines, has no doubt been the (1) speed of the playback format machine, the Super Video Recorder. This will also be sold by ITT. The SVR machine runs the tape at lower speed than either of the two previous time format machines and thus squeezes a longer playing time from the same cassette.

To be precise, a cassette that plays for 50 minutes on an N1500 will play for 57 minutes on an SVR. But when the Grundig SVR machines come into the shops July they will contain a special feature: a dedicated device will render them inoperative unless used with cassettes made by Grundig.

The Grundig cassettes (christened G10) are 3 m. and evidently 5% equivalent hours capability, but exactly the same as ordinary 1 m. format video cassettes. But the Grundig cassettes will have a slight advantage over the ordinary cassettes in an SVR machine.

Continued next page

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Schools must be supplied the materials launch by Grumby variation on the

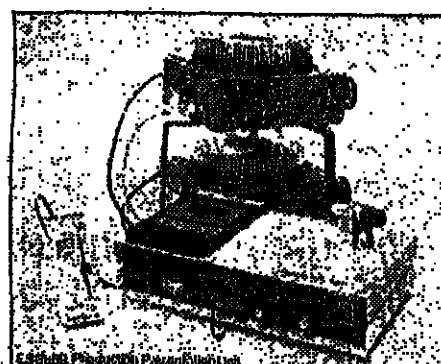
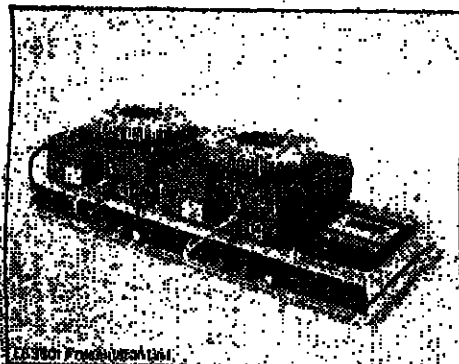
Bedeley Grundy

wide range of Philips for 10 is possible on a VMC 60/ours 10 min (69/150) or as (69/150) (run am N1700). I clearly under surrounding the of a further Philips system ready (150/150) mist

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To put it in a nutshell, the success of a television production depends on the hardware. Therefore, the hardware must be dependable. It must also have the performance to meet modern requirements.

Consider the two products featured: the ES3000 combines an efficient cassette recorder section incorporating moving input and output heads with a 10 inch screen and a 10 inch cassette deck. It is ideal for the small, one-man production team that requires a single unit with which they can both make and present single-screen programmes.

The ES3000 needs no introduction. It is a well-known name in the industry, and its reputation is well deserved. It is a single unit which can both make and present single-screen programmes.

ELEPHANTSON
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Video jungle (continued)

Philips video cassette contains half-inch tape with one spool mounted above the other. The cost for an hour's tape has been £20 to £25 but a recently announced price cut will reduce this. Because of the features of Philips recorders many schools have bought them for off-air recording. An electronic edit portable recorder is also available in the N1500 series format.

One hour has been the maximum running time of the U-matic and Philips N1500 models but thinner tapes have now increased these times. The EIAJ open reel mains recorders have a maximum recording time of about an hour and portables and cartridge recorders about half an hour.

For domestic use, in particular, longer running times are desirable. Technological advances have made slower tape speeds satisfactory and so longer recording times are possible and tape costs are reduced. Manufacturers hope these factors will stimulate the domestic market.

Philips were first to launch a second generation video cassette recorder in this country with their N1700 VCR Long Play recorder. This model uses the same type of cassette as the N1500 series but a 60-minute cassette will run for 130 minutes—effectively halving tape costs. Although the cassette is the same, recordings are not interchangeable between N1500 series recorders and N1700 recorders.

Grundig also produce a VCR Long Play recorder to the N1700 format and have just introduced a new model with yet another record/play time of four hours. This time will be achieved by a further speed reduction of the same type of cassette and thinner tape. Philips are still marketing the N1502 and say they will continue to do so as long as there is a viable demand for it, which they predict will be until the end of 1979.

This spring's crop of two new systems is as follows: between the February frosts JVC's VHS (Video Home System) blossomed and soon

after Easter Sony launched the Betamax system. VHS recorders are available at the time of writing and Betamax recorders will be available this month.

The two colour systems are similar in that they are aimed at the domestic market, recorders being modular and the cassettes being half-inch tape with the spools mounted side by side.

The maximum running time of the cassettes in the United Kingdom is three hours and 15 minutes. Cassettes cost about £15. JVC established, and there will be a JVC and Sony have not yet introduced their own VHS format. It being undertaken on higher ground.

An Akai VHS recorder is available and other makes will be available in the near future. Due course, Betamax and VHS recorders are likely to be used by schools for off-air recording.

Two types of black-and-white cassette recorders are available and other makes will be available in the near future. Due course, Betamax and VHS recorders are likely to be used by schools for off-air recording.

Pre-recorded programmes are marketed on Philips N1500, N1700 and U-matic cassettes, many of which are offering the same, but both formats. Decision on which to buy is rather more difficult for schools than for the home market.

Choice of cassette is more difficult. 16mm film seems to be the most attractive medium compared with the bright new video recorder in a particular situation, the choice of system will be made by the user, e.g. off-air recording, simple immediate replay for example, simulated interaction and programme production.

There is no substitute for video recording equipment in the first two examples but effective programme production requires skill and a good deal of time. It could well be that some other medium may be much cheaper and equally effective. The choice of system can be continued on next page.

Continued from previous page

One hopes that we do not follow the other United States example of tape speed reductions on the VHS format. The confusion it causes, however, as the models introduced to the United Kingdom are of the kind produced latterly in the United States, this may not be a problem.

The many users format continuity is very important. It would be a pity to predict the course of the format war over the next few years. However, the U-matic format is well established, and there will be a JVC and Sony have not yet introduced their own VHS format. It being undertaken on higher ground.

How the domestic formats will be seen. New systems are currently under development; one format will be the LVR (Longitudinal Video Recording), promises a cassette which may be small enough to fit inside a lightweight camera. The format may find buyers for its compactness. Digital recording will play an important part. Eventually tape may well die out in favour of solid state memories; the future video recorder is unlikely to have moving parts, instead the recording will be within a solid lump of matter which can be dropped in a slot.

Refinements will be made to existing systems—four hours may seem unnecessarily long for cassette but programmable timers may make it possible to automatically record a regular flow of information on my desk. New catalogues drop in every day. The range they offer is still immense.

It is certainly improbable that 16mm film as we know it will survive this century (which does not mean that what is already on 16mm will not be available on some other medium by then). But in the short term the situation is very optimistic. I get a regular flow of film information on my desk. New catalogues drop in every day. The range they offer is still immense.

Central Film Library still have a comprehensive coverage from straight technical instruction to the arts and humanities. Guild's Sponsored Film Catalogue runs to nearly 1,600 titles. Rank has a remarkable assembly of training films.

Others like the National Coal Board, British Transport, the oil companies provide a wide range of films relating to their own special activities and many offer, in addition, sponsored films which treat important related subjects—energy, the environment. Concord

is a number of different uses are required of it. Although the EIAJ high density open spool format is perhaps the most frequent choice for simple black and white programme production, domestic cassette recorders can be used with inexpensive black and white cameras if required; similarly open spool recorders can be used for off-air recording. In some instances facilities such as still picture and slow motion can influence choice.

For the sake of compatibility it is always worth considering systems used by other departments or local schools. Rental is often a good alternative to purchase.

No one knows who will win the video flower show. Each year there may be some radically new specimens, while some old strains will die out.

Distributors of Video Equipment: Bell & Howell AV Limited, Alport House, Bridgegate Road, Wembley, Middlesex HA9 1EG. Dixons Technical Limited, 3 Soho Square, London W1V 5DE. Grundig International Ltd, Newlands Park, London SE26 5NQ. Hitachi Denchi (UK) Limited, Lodge House, Lodge Road, Hendon, London NW4 4JQ. JVC (UK) Limited, Eldonwall Trading Estate, Staples Corner, London NW2. National Panasonic Limited, 107-109 Whiteby Road, Slough SL1 3DR. Philips Electrical Limited, 19 Commerce Way, Furley Way, Croydon CR9 4JN. Radio Rentals Contracts Limited, Apex House, Twickenham Road, Feltham, Middlesex TW13 6JQ. Rank Audio Visual Limited, PO Box 70, Great West Road, Brentford, Middlesex TW8 9HR.

Sony Marubeni (UK) Limited, 8 Greyhound Road, Watford, Hertfordshire WD2 4UQ. Sony (UK) Limited, Pyrene House, Sunbury Cross, Sunbury on Thames, Middlesex. NEC—distributed by Rank Audio Visual Limited. Ikegami and ITC—distributed by Dixons Technical Limited. JVC video equipment is also distributed by Bell & Howell Limited.

Nicholas Hitchcock is Teaching Resources Officer at Eton College, Windsor.

Continued on next page

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ALEC HUGHES replies to the question:

Is 16mm film alive and well?

Is 16mm film alive and well? One might well pose the question. Television's impact, great as it is, is likely to be greater still in the near future (battles for the new commercial licences and a further channel—not to mention the pressures that each new satellite puts on each country to stake its claim for a share of the air space).

The family sitting room is in for a shake up with Ceefax, Viewdata and goodness knows what other schemes of microprocessor and computer—so that the home becomes the local paper, the mall order business, the reference library, the met office all at the touch of a button. Already video is making its impact and new equipment is likely to make it possible to run the home movie on your television screen.

What chance then for a medium not far off celebrating its centenary, dependent for its contemporary use on equipment which is still top bulky (halogen lights and self-threading notwithstanding), that needs properly blacked out rooms for effective presentation, requires forward planning and postal ordering and despatch?

It is certainly improbable that 16mm film as we know it will survive this century (which does not mean that what is already on 16mm will not be available on some other medium by then). But in the short term the situation is very optimistic. I get a regular flow of film information on my desk. New catalogues drop in every day. The range they offer is still immense.

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Others like the National Coal Board, British Transport, the oil companies provide a wide range of films relating to their own special activities and many offer, in addition, sponsored films which treat important related subjects—energy, the environment. Concord

continues to build up a comprehensive assembly of films on social and political subjects.

There have, of course, been changes. Several of the well-established libraries now offer at least a proportion of their films on videotape as well. The BBC, in response to demand for many of its programmes, established Television Enterprises, and at least has done something to meet the request for film copies of programmes which have made a notable impact.

Colour is all but universal in contemporary film production and in the libraries. It is only the older material or 16mm versions of pre-colour television programmes that are still monochrome. Economics imposed changes—the imposition of charges by sponsors who had formerly distributed on free loan; even the disappearance of sponsors like Unilever, a sad loss to education.

But the pendulum is swinging back. Some have returned to free lending. The highly commercially motivated libraries offer reduced charges for education. The flow of sponsorship is maintained—witness the 180-odd entries for this year's BISFA sponsored film festival.

What of the films available? At a time when there is growing emphasis on the need for more student participation in the learning process, technology the sponsorship of science and technology films is well below its peak of some years ago. True, there is a rash of films about industry and the career potential for the student, and the latest catalogue of the Careers and Occupational Information Centre provides details (with some assessment) of a wide range of films and sound filmstrips on industrial and commercial careers. The list of whose distributors occupies nine pages!

But to get on (quite rightly) some of the challenges and excitement of industrial research, technological development, and industrial management is only an effective message if there are jobs for the young people to occupy. Our experience (shared by the rest of the industrial world—although too often the media present it as though it were a peculiarly British disease) indicates that the technological revolution will increase unacceptably high levels of contemporary unemployment and particularly youth unemployment. This suggests that much more needs to be done to adjust society to the new technology. Yet there is no evidence that film sponsors consider this.

BP's *Energy in Perspective* looks at the energy problem in general terms. There are few films of similar style to complement it. But where are the films about energy saving now, about the nature of the world economic crisis, about the adjustments society must make to ensure a decent living for the future for us all and for our children? It is here that the television producers have the advantage. They have the resources to make topical programmes. What we need, however, are the more television programmes distributed on film, with teaching notes and the complementary background film material to elaborate an aspect of the subject in formal teaching.

It is here that I see the real challenge to 16mm film. It can go on for years presenting subjects—whether they be the achievements of technology, the latest in sales technique, the promotion of product or company—much as it has done in the past.

But unless sponsors and film makers face head on some of the real problems of our society (as the early documentary film makers sometimes did) and unless they devise some means of relating their productions to topical trends and events, then I would not bank too much on the health of 16mm film one or two decades from now in the face of the electronic competition it already faces and the dramatic changes that will produce by the time the twinkle in the eye of newly-weds of 1978 leave primary school.

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Continued from previous page

Grundig maintains that the lug is necessary to prevent the use of existing Philips format video cassettes in SVR machines. It is rather vaguely argued that some existing Philips format video cassettes (as made and marketed by Philips themselves, along with B&W, 35 and Agfa) may not produce good results in the new Grundig SVR machines.

But this raises obvious and vital questions. How will the user know whether or not it is safe to add lugs to an existing collection of Philips format video cassettes and so make them usable with a new Grundig machine?

It is hard to see how any instruction book, or even the most willing and well-informed dealer, can give the user definitive advice on these problems. And if the problem is not of real importance, why is Grundig designing the machine to accept only specially lugged cassettes? One possible answer is that Grundig's own, and specially lugged,

Philips format cassettes are to be much more expensive than standard Philips format cassettes, their present low prices.

Philips confirm that they have no intention of following the Grundig move to a lower tape speed. They also confirm that although they do not approve of the Grundig modification, which makes specially lugged SVC cassettes usable for use in an SVR machine, they will not sue Grundig for their licence agreement.

Grundig are so worried about their powerlessness to do anything about it. Sound advice will be essential in the case of Grundig SVR system, because might easily happen that with an existing supply of format cassettes (for instance, bought for use in N1500 or N1700 machines) someone buying a Grundig machine expresses intention of re-using those existing tapes for recording.



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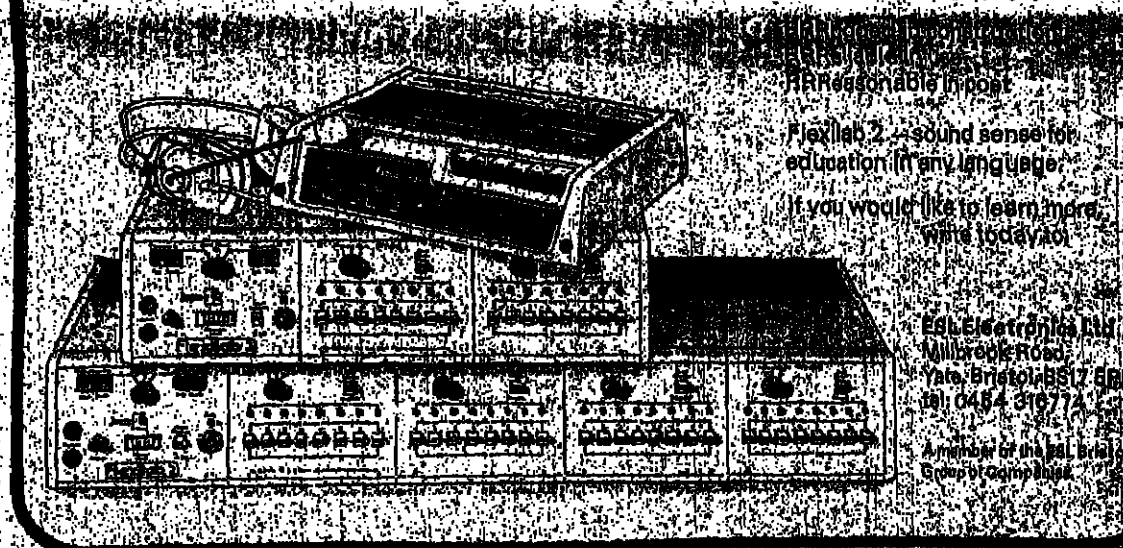
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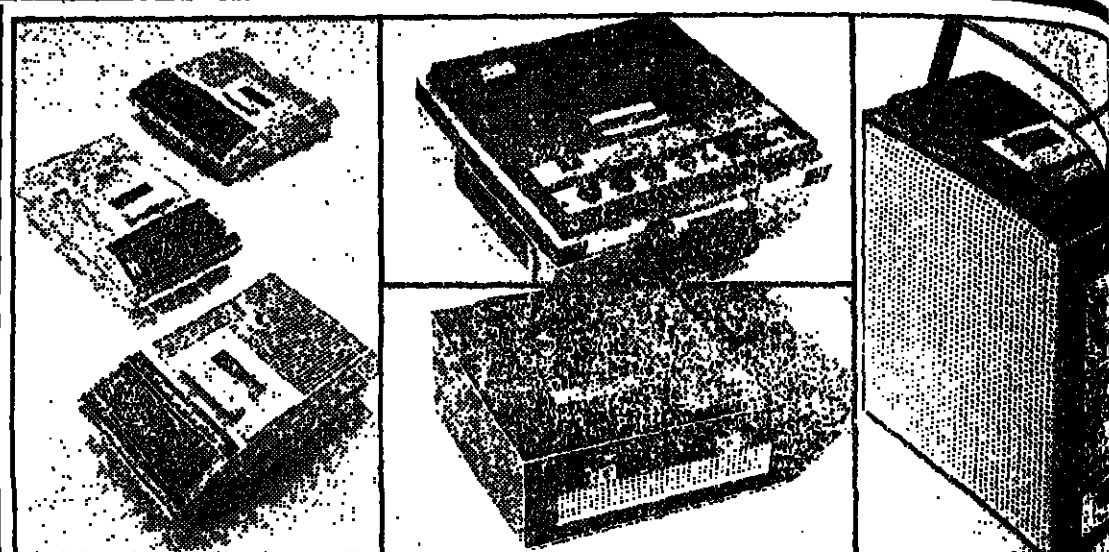
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From left to right: Rank Aldis Cassette models. Top: the 3M Wollensak; below: the Coomber 307; below: the Coomber radio-cassette recorder.

Sound advice on tape

JOHN FREEMAN surveys cassette recorders

The design of tape recorders suitable for work in schools has changed considerably over the past 10 years. Following the introduction of the Philips Compact Cassette cassette recorder of the late 1960s were smaller, portable machines which performed well for their size but were often not suitable for replaying cassettes in classrooms without additional amplification of the sound.

It was becoming apparent that larger machines designed for classroom use were badly needed. However, who could make the machines in the smaller quantities needed for the educational market? It was not an economic proposition for many of the manufacturers serving the domestic market.

The situation has improved; some imported cassette deck mechanisms have come on to the market, and the Thorn Electronic Group have started to manufacture their own British-built mechanism for use in their domestic music centres. The Thorn cassette deck mechanism is being used successfully in educational recorders, and it is hoped the supply can be guaranteed for some years to come.

So how does the market stand today? First, many domestic cassette recorders are still being used in schools. Good portable machines can be found in the ranges from companies like Philips, Sony, BASF, Tascam, and others. However, some care is always needed when selecting this type of machine.

The second type of machine which is now becoming popular is a 'recorder built with all the features needed for educational work, but based on a domestic original design. These machines tend to be portable, mains-battery types.

A number of companies now produce, or import, cassette recorders which are primarily intended for the educational market. Coomber, of Worcester, now manufacture a range of cassette equipment using the British-made Thorn cassette

mechanism. There are two styles: the first has a flat styling with most of the controls and sockets on the top of the case which slopes towards the user, the loudspeaker is forward facing. A lockable lid may be provided to cover the top of the machine. The recorder may be fitted with a 5 watt amplifier (model 307) or a 15 watt amplifier (model 309). These machines are suitable for operation in school classrooms.

The alternative styling of Coomber recorder is a tall machine with a 10 inch diameter internal loudspeaker. The cassette mechanism is on top and the case with the side of the case taken up with the controls and connections. Again, there are two models, 5 watt (model 341) and 15 watt (model 343). All the Coomber cassette recorders have automatic recording level control and may also be supplied with a built-in whi radio with five station switched tuning.

Goodell of Brighton have used the Thorn cassette mechanism in their equipment for some time. The Goodsell CTR3 cassette recorder has a forward facing loudspeaker and is housed in a wooden case which is attractively finished. The CTR3 has mixing facilities and manual record level control. The sound power output is 12 watts.

The lower cost machine in the Goodsell range is the CTR5, which is based on the CTR3 but is fitted with a five-watt amplifier and simpler controls. However, the CTR5 has automatic stop and manual record level control and includes a built-in microphone. There is also a 12-watt cassette player in the Goodsell range, the PCR5.

Goodsell make three radio cassette recorders each with a built-in tuner having variable station tuning. The PCR3 is a five-watt unit, similar in styling to the cassette recorders mentioned. There is also a 12-watt version, the PCR3/L. The Goodsell CUB is a much larger radio recorder suitable for use in school halls, having a large internal loudspeaker and a 15-watt amplifier. The CUB has input mixing and can be connected to school sound distribution systems (70-100 volt line).

Tanberg of Norway produce tape recording equipment for use in schools and are at present the only company supplying a mono reel-to-reel machine in the United Kingdom. The model 1500 Tanberg have built-in automatic stop and a built-in amplifier with a 10-watt output.

The main feature of the machine is the cassette mechanism which is fitted with a built-in amplifier and a built-in microphone. The machine is also suitable for operation with a separate amplifier, the Tanberg range of amplifiers being available. The machine is also suitable for operation with a separate amplifier, the Tanberg range of amplifiers being available.

The Tanberg 1500 has a built-in amplifier and a 10-watt output. The machine is also suitable for operation with a separate amplifier, the Tanberg range of amplifiers being available. The machine is also suitable for operation with a separate amplifier, the Tanberg range of amplifiers being available.

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The 3M Company produce cassette recorders under the Wollensak brand. The model 2520AV is a heavy duty machine with a single motor cassette mechanism. Record monitor, auto stop, manual and manual record control and a 9 watt sound output are some of its features.

The Bell & Howell cassette recorders are based on domestic designs, but with features and performances to suit the educational user. All the three machines in the range operate from the 240V mains and manual record control and a 9 watt sound output are some of its features.

The model 3070 is a small unit in appearance to the 3070, but with a built-in amplifier and a 10-watt sound output. The model 3070 is a small unit in appearance to the 3070, but with a built-in amplifier and a 10-watt sound output.

The Rank Aldis range of cassette recorders includes both mono and stereo models. The Rank Aldis 144 is a simple unit for use in the classroom, with a built-in amplifier and a 10-watt sound output. The Rank Aldis 144 is a simple unit for use in the classroom, with a built-in amplifier and a 10-watt sound output.

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An aid to what?

P. O. HUTCHINGS assesses language laboratories

Since the first language laboratory was installed in this country—at Baling Technical College in 1961—the silent invasion of our schools by this new aid has steadily continued. A DES Report on Education (No 60), published in 1970, estimated that there were then 1,500 language laboratories in England and Wales, about half of which were in schools. It is not unreasonable to surmise that their numbers are now well in excess of this figure.

Administrators and teachers are sure to have asked themselves at some time what difference, if any, this sophisticated machinery has made to pupils' performance in language skills. For lack of further evidence, most will perhaps have had to make an assessment based on their own impressions, conventional wisdom or blind faith.

The first serious experiments designed to measure the effects of the language laboratory were mounted, not surprisingly, in the United States, where laboratories were numerous and firmly established. Quite apart from the question of the applicability of American experience to our own schools, researchers on the other side of the Atlantic have, however, not produced a consensus of opinion. Furthermore, most of these experiments have earned strong criticism for lack of rigour in design or execution, their findings have, therefore, been rather inconclusive.

Closer to home, one particularly notable experiment—the so-called 'York Project'—at Archbishop Holgate's School in York, 1967-70—set out to compare three groups of junior boys learning German by different methods, two of which included the language laboratory. Falsifying care was taken by the researchers in controlling variables that were uncontrolled in previous studies.

The results from this study revealed no clear superiority of either method over another. However, the researchers involved have cautioned against generalization from their results and still claim to find the language laboratory a valuable aid.

Still in search of further evidence about the effectiveness or otherwise of the language laboratory, another recent inquiry (1) tried a complementary approach that had been used before but only on a small scale—that of asking the pupils themselves how they rated their progress since using the language laboratory.

This approach has its own problems, not least of which is the lack of objective corroboration of the opinions expressed. None the less, this kind of survey does offer a further, if subjective, source of information. Accordingly, this inquiry questioned a total sample of 1338 school pupils in one area of the United Kingdom on their attitudes to the language laboratory.

This research was conducted in 1972 as a requirement for a higher degree at the University of Leicester and was funded by the Social Science Research Council. The investigation involved pupils between the ages of 12 and 16 in 40 schools in the East Midlands; it is the biggest survey of its kind to date.

The instrument used for testing attitudes was a questionnaire administered personally by the present writer on a visit to the schools during a normal working day. The questionnaire consisted of three parts, testing pupils' preferences for given laboratory activities, inquiring into attitudes to a whole range of stated aspects of the language laboratory and inviting free expression of attitudes not covered by the rest of the questionnaire.

Reviews

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"The lab has helped by knowledge of French grammar a lot", 28.4 per cent.

"The lab has been a great help with my written classwork", 17.3 per cent.

While language laboratory enthusiasts may be disappointed by some of these figures, it is perhaps significant that gains in aspects of speech production head the list.

Predictably, the final free response section of the questionnaire came up with a miscellany of comments shedding new light on the laboratory but which defy simple synopsis.

"The earphones stick into my ears and I cannot wear them in the lab."

"Please can someone invent left-handed booths—please?"

"I thoroughly enjoy working with the lab as though I rule over it." "These then are the broad outlines of this survey. There is not enough space here to mention the interesting variations of response according to the determinants of sex, age, school-type and attitude to the French language generally. Of course, no excessive claims can be made for results from self-report tests of this kind."

However, well over 1,000 pupils have voiced their opinions and offer food for thought on the vexed question of the efficacy of the language laboratories in our schools.

(1) Hutchings, P. O. (1975) *Attitudes to the Language Laboratory*. MEd thesis, Leicester University Library.

P. O. Hutchings is Lecturer in French, Worcester Technical College.

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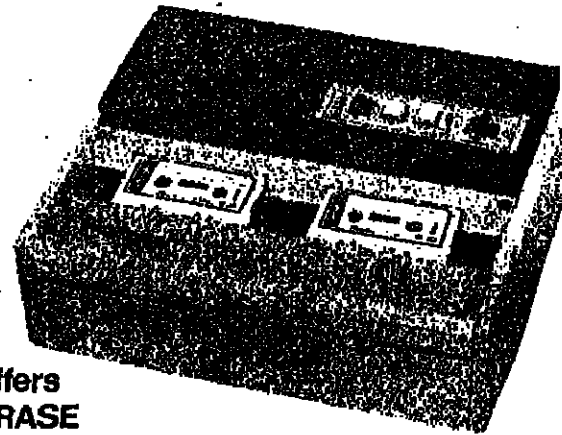
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Slide show

DAVID KILPATRICK on making filmstrips and slides

Effective communication can be greatly helped with filmstrips that deal with local, recognizable subjects and familiar equipment and places. There is also considerable satisfaction from producing your own filmstrips and children can be usefully involved from the start. At the most basic level, filmstrips can be produced in black and white at extremely low cost. The technique uses normal school darkroom facilities and can rely almost entirely on bulk or surplus materials. Once the strip has been planned with drawings, the photographs are usually taken on negative type black-and-white film.

For single frame strips (18 x 24mm) the photographs must be planned to fit into a vertical shape; for double-frame filmstrips, as used in conventional adapted projectors of the Aldis Tutor type, the horizontal 24 x 36mm format of a 35mm camera can be used. To make the filmstrip, pictures are printed as black-and-white prints, about 8in x 6in for single or 10in x 8in for double frame. The 8in x 6in prints are stuck together in pairs in the correct order with the first to appear mounted on the left. Using a copy stand with two lights at 45° on either side of the print, the whole set is rephotographed in the correct order making sure that the film in the camera is winding from left to right as you face the camera back.

when you take it to be processed. This instruction should be made quite clear. While each copy of the black-and-white filmstrip may cost 40p or even less, each copy of the colour filmstrip can cost up to 10p for each double frame (24 x 36mm), which brings a full strip (36 frames) to between £2.80-£3.60 which is more expensive than commercially produced strips.

If you have produced an original idea for a filmstrip, photograph it on colour slide film instead. Half-frame cameras taking the 18 x 24mm size are available quite cheaply secondhand (about £10-15), and most are well made. The slides can be sent to a professional filmstrip company if a run of copies is needed. If 25 or more are produced you may be able to recoup some cost by selling to other local schools at about 65p, which is not too much to pay for an exclusive filmstrip on a relevant local subject.

Resources centres may be able to afford more versatile equipment; 35mm slides can be copied, and single filmstrips produced with a duplicator camera such as the Powers Illumintran III which accepts any make of 35mm SLR camera and can be easily calibrated so that results are foolproof. Quality is exceptionally high. In its basic form it costs about £160, but with a proper camera lens and a unit for controlling the contrast of the copy slide, the outlay is about £300.

As commercially made duplicates cost from 50p to £1.50 each at this quality, and ones from the Illumintran only 10p each, the cost is quickly recouped. Slide programmes and sets are to be copied or turned into filmstrips. The device can also make both black-and-white and colour negatives, for printing, from slides.

With subjects such as technical drawing or sciences using diagrams, the versatile instant-slide units which are capable of making black-and-white slides and filmstrips on the spot, but are only suited to reproducing line originals, not full-tone photographs. Projectors import the Panacopy K15000 copy camera, which costs over £1,500 but produces dry, mounted 35mm-line slides of drawings, book pages and artwork of other types in less than one minute at about 50p a slide.

This is definitely a machine for libraries or resource centres, but does something which no overhead projector can do, and no episcope ever does well. Unlike an episcope, the 35mm slide produced is ready for re-use in any 35mm projector at any future date even if the original has to be parted with.

The Panacopy uses a type of micro-X-ray process, but its value in effective terms, the Micro-Kalvar Slidemaker, uses vesicular polyester film, another 35mm material which creates instant black-and-white line slides or negatives, and can also reproduce some halftone well. For slides, a negative original is needed, and for negatives a slide. The Slidemaker accepts a strip of eight 24 x 36mm frames, using copy film which costs £4.20 for 25c or £9.50 for 100c.

The film can be handled in room lighting and is exposed with ultra-violet light for about a minute. The image becomes permanently fixed after treatment with heat in the Kalvafix Developer and re-exposure to ultra-violet light or prolonged exposure to daylight. It does not fade and the film is very tough.

For example, a Slidemaker can produce a set of 200 slides in 20 minutes, a proposition for individual schools, and not just for resource centres. A larger version produces A4 sized transparencies which are viewed by projector and costs £230. With the Panacopy and Micro-Kalvar Slidemaker, more filmstrips can be produced in a few minutes. There is no reason why a long strip of black-and-white negatives should not be made, and the Slidemaker can produce a set of 200 slides in 20 minutes. A larger version produces A4 sized transparencies which are viewed by projector and costs £230.

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Information for good decisions

A. H. Crocker on the testing of a-v equipment

The Educational Products Information Exchange Institute of New York (see TES, November 7, 1975) has as its motto: "Your decisions are only as good as your information." That this is a true statement has been proved on many occasions in all walks of life and certainly in the field of audio-visual aids in education.

Time and again one hears sorry tales of audio-visual equipment purchased either blindly or as a result of skilful salesmanship only to be found unsuitable. Sometimes, it must be admitted, there is nothing available which is fully suitable, but often something better could have been acquired than that which was bought, something which would have served a more useful purpose.

So, seek advice and obtain sufficient information to enable a good decision, perhaps even the best decision, to be made. But, from where is advice obtainable on the selection of audio-visual equipment? For more than 10 years now the Experimental Development Unit of the National Committee for Audio Visual Aids in Education (NCAVE) has been engaged upon the testing and evaluation of audio-visual aid equipment on behalf of the local education authorities of England and Wales. The NCAVE is a body which has been providing a variety of services for schools for nearly 30 years and which is paid for by the local authorities in much the same way that the Schools Council and the NFER are paid for.

The testing and evaluation of equipment by the Experimental Development Unit (EDU) results in the preparation of technical reports which are sent to all the English and Welsh local education authorities every two months. These reports may be copied by the authorities if they wish and passed on to any member of staff for use in any of its establishments.

All inspectors or advisers, or members of an audio-visual aid selection panel, or even all head teachers could be able to receive them. For the benefit of those outside the scope of the local education authorities, there is also a subscription scheme for the EDU technical reports.

Although the reports are called technical, and do, indeed, contain a useful amount of technical data concerning performance and facilities, they are prepared very much with the non-technical educationalist in mind.

A particularly important aspect of the EDU work is the wide cooperation in which it is involved on the international level. Links are maintained with the EPIE Insti-

tute whose motto started this article, with the National Film Board of Canada who carry out equipment evaluation, and with corresponding bodies in Australia, Germany, France, Holland and Austria. Much of this cooperation is within the framework of the International Council for Educational Media (ICEM) of which the NCAVE is a full member.

Of greatest significance is the work that is done with France and West Germany.

An objective of this is a reduction in the duplication of effort; the idea being that if a piece of equipment has been tested in one of the laboratories, then it should not be necessary also to test it elsewhere.

As a recognition of the cooperative working within the ICEM framework, all the technical reports of the EDU which are published in Great Britain carry in their heading an ICEM/NCAVE banner. Additionally, where all or a significant part of an individual report is the result of work in France or Germany, the heading gives recognition of this by bearing the initials OFRAME or FWU respectively.

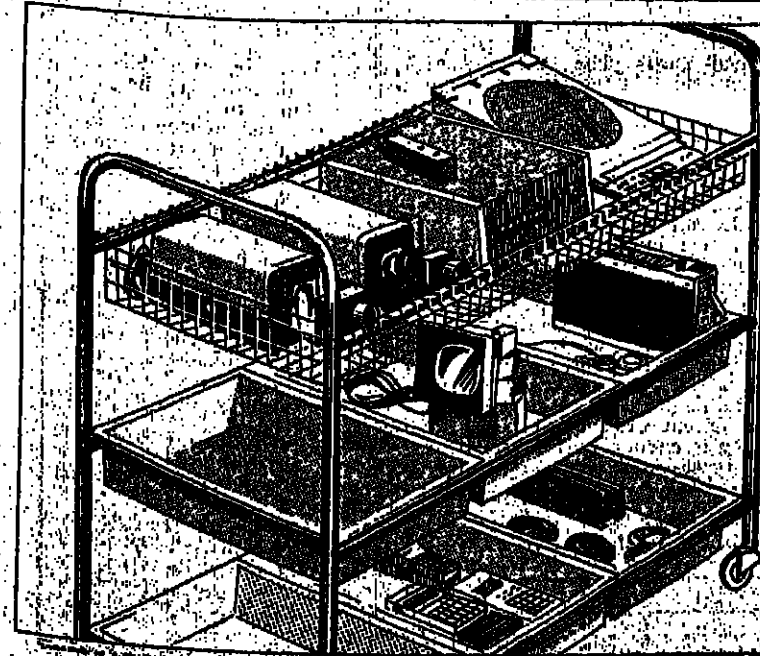
As with many products, most audio-visual aid equipment is manufactured for an international market. In this way, prices can be kept within certain bounds through more economical large-scale production. In order to take advantage of this situation and to try to ensure that the work for us rather than against, efforts are being made within the ICEM to come to agreement on standard specifications for audio-visual aids equipment.

As such agreements are reached, manufacturers competent in modern technology will be more likely to produce what is actually wanted by the educationalists.

International standardization is a complex operation for, if it is to be accepted, there must first be international understanding. The equipment testing cooperation between NCAVE, OFRAME and FWU is a practical way of fostering such understanding.

As well as the cooperation between the user bodies in their evaluation work, there is also some active work progressing at an international level among the manufacturing interests. This work is under the banner of the International Standards Organisation (ISO), which also includes the International Electrotechnical Commission (IEC). Within these two bodies, the manufacturer and user representatives come together and although results are slow in showing, work of great value is going ahead.

If a filmstrip is required for an automatic projector such as the Fairchild or Bell & Howell professional tape production and insertion into a cassette with the film may be necessary. If not, tape cassettes can be duplicated using two stereo record/playback decks, or for about £3 each by most local radio stations or sound studios.



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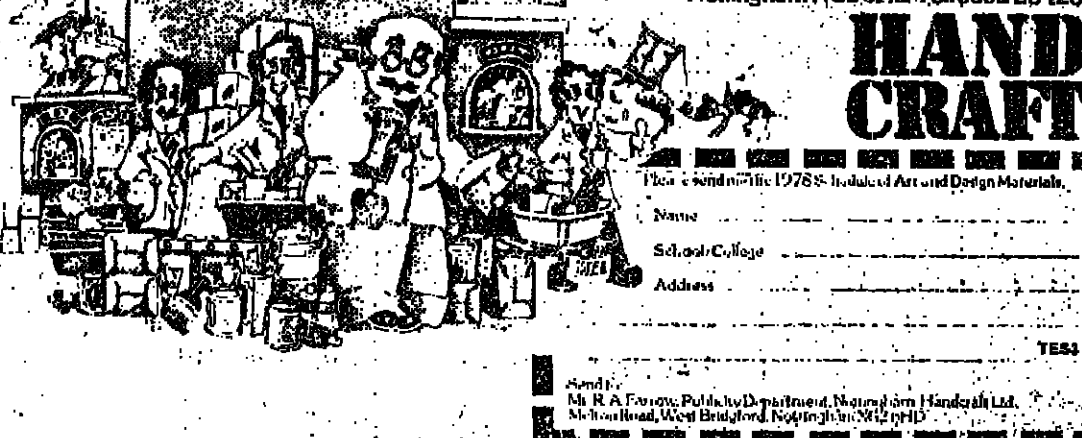
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1. GEOGRAPHY
2. PHYSICS
ST. JOSEPH'S HIGH SCHOOL
Highfield Road, Widnes
Six form entry (Co-Ed); Group X; 915 on register.
1. Up to "C" level. Ability to deal with Science and/or Religious Education and Music desirable.
2. "C" and "A" level with some Mathematics;

1. FRENCH
2. MUSIC
ST. JOHN'S R.C. SECONDARY SCHOOL

A well qualified person is required with knowledge of the school Council Project history 18-19, ability to offer Police in the Sixth Form would be an advantage.
This is a developing comprehensive school with first full Sixth Form in September, closing date 23rd June, 1978.

REMEDIAL
THORNGROVE COUNTY HIGH
Widneslow

The school will be formed in September, 1978 by the amalgamation of Girls' and Boys' Secondary Modern Schools in Widneslow with a comprehensive intake in Year 11 (initial number of 200) and a Year 12 (initial number of 100) in September, 1978.

Religious Education and Music desirable.
2. 1q "O" and "A" level with some Mathematics;

1. FRENCH
2. MUSIC
ST. JOHN'S R.C. SECONDARY SCHOOL
Bridgewater Avenue, Latchford, Warrington WA4
1RX

1. To teach throughout the school.
2. Part time.
Currently the school is a modern Mixed School which will be a Roman Catholic, Roman Catholic, Roman Catholic Comprehensive School in September, 1978.

REMEDIAL
THORNGROVE COUNTY HIGH
Wilmslow

The school will be formed in September, 1976 by the amalgamation of Girls' and Boys' Secondary Schools in the Wilmslow area with a comprehensive intake in Year 11. Initial numbers are expected to be 100 with a possibility of an extra 100 in Year 12.

Application forms and further details from the Head, Catherine May, A. D. Greenan, Diocese Education Office, Chapel Lane, Wilmslow. (S.A.E. 50/1000). Tel. Wilmslow 2901.

BIOLOGY
NESTON COUNTY COMPREHENSIVE

Bridgewater Avenue, Latchford, Warrington WA4 1RX

1. To teach through the school.
2. Part time

Currently the school is a modern Mixed School which will be converted to a S.E. Boys' Only Mixed Comprehensive School in September, 1976.

NEEDLEWORK
ALL HALLS CATHOLIC HIGH SCHOOL
Brooklands Avenue, Macclesfield.

Specialist teacher required, who can also assist with Home Economics.

BIOLOGY
NESTON COLLEGE COMPREHENSIVE
Raby Park Road, Neston, South Wirral.
9. F.E. 11-18 years: Home based school. Very largely
purpose built.
Graduate preferred. Temporary post for one year, but will be
renewed with a view to creating a permanency. Closing date 20th
June, 1978.

NEEDLEWORK
ALL HALLOWS CATHOLIC HIGH SCHOOL
Brooklands Avenue, Macclesfield.
Specialist teacher required, who can also assist with Home
Economic.
This is a developing 5/9 form entry Comprehensive reorganised
in 1976.

REMNEDIAL
ELLENBATHURPT CATHOLIC HIGH SCHOOL
CERNBATHURPT, WYOMERSLEY, LEICESTERSHIRE

Raby Park Road, Neston, South Wirral.
Age: 17-18 years: House based school. Very largely purpose built.
 Graduates preferred. Temporary pool for one year, but will be removed with a view to creating a permanent. Closing date 20th June, 1979.

GEOGRAPHY
KINGSWAY HIGH SCHOOL
Newton, Chester, CH4 2LE
 Mixed comprehensive (15-18) 930 cat roll.
 To teach throughout the cat. things including Physical Geography at "A" level as well as "O" and "A" Geology. Closing date 23rd June, 1979.

His is a developing 5/6 form entry. Comprehensive reorganised in 1976.

RENEWAL
ELESAMERE PORT CATHOLIC HIGH SCHOOL
Capehart Lane, Ellesmere Port, South Wirral
L65 7AQ
 Must have special interest in dealing with children requiring immediate attention. Bias towards Mathematics an advantage. Vastly more than localities and promotion of present holder. Closing date 23rd June, 1979.

GEOGRAPHY
KINGSWAY HIGH SCHOOL
Newton, Chester, CH4 2LE
Must have special interest in dealing with children requiring remedial attention. Basic towards Mathematics an advantage. Vagueness about location and promotion of present holder.
Closing date 23rd June, 1979.

L65 7AQ
Must have special interest in dealing with children requiring remedial attention. Basic towards Mathematics an advantage. Vagueness about location and promotion of present holder.
Closing date 23rd June, 1979.

1. METALWORK
2. PHYSICAL EDUCATION
STOCKTON HEATH COUNTY HIGH
Broomfields Road, Applington

1. An ability to teach other craft subjects will be a recommendation
2. An ability to teach Physical Science, either Mathematics or

1. WOODWORK
2. COMMERCE/TYPING/OFFICE PRACTICE
NORTON PRIORY COMPREHENSIVE SCHOOL
Carnfields, Kilmorn, WAT 2NT

2-24-64, 1970.

1. WOODWORK
2. COMMERCE/TYPING/OFFICE PRACTICE
NORTON PRIORY COMPREHENSIVE SCHOOL
Chalfonts, Runcorn, Warrington

1. METALWORK
2. PHYSICAL EDUCATION
STOCKTON HEATH COUNTY HIGH
Broomfields Road, Applington

1. An ability to teach other craft subjects will be a recommendation.
2. An ability to teach Physical Science and/or Mathematics an advantage.
3. A knowledge of the handicrafts at the school giving full details and curriculum vitae. Forms will be sent to suitable applicants.

1. Full, Reduced or No
Book room Grant, 1-3 GPA allowed. Help with housing if re-
 quired. Completed application forms to be returned as soon as
 possible.

per annum, extended to honours graduates.

required to teach to CSE, and to assist with the teaching in the Lower School (Years 8 Comprehensive School of sixth form. (The school opened in 1971 on a rural site but serves a catchment of Bawtry, market town and Hey.

details available from Mr [redacted] at the above address.

Doncaster Metropolitan Borough Council

DONCASTER LOCAL EDUCATION AUTHORITY
HAYFIELD COMPREHENSIVE SCHOOL
Hurst Lane, Auckley, Doncaster

Assistant Teacher Chemistry
SCALE 1

Required for September 1978.
£2,884. per annum to £4,882. per annum, extended to
£5,010. per annum for good honours graduates.

Graduate Chemistry Teacher required to teach to CSE,
GCE "O" and "A" level, and to assist with the teaching
of Nuffield Combined Science in the Lower School (Years
1 to 3).

Hayfield School is an 11 to 18 Comprehensive School of
some 1,100 pupils, including sixth form. The school occu-
pies new buildings opened in 1971 on a rural site be-
tween Bawtry and Doncaster. It serves a catchment of
communist villages, rural villages, Bawtry, market town and
services housing at RAE Finningley.

Application forms and further details available from Mr
A. Storey (Headmaster), at the above address.

LONDON
THE LATYMER SCHOOL
Edmonton, London, N9 9TT
Voluntary Aided Grammar
11-150 boys and girls 300

DON
LATYMER SCHOOL
Union, London, NO 9TN
Primary Aided Grammar School
for boys and girls; 300 in the
Form;
FEE/MISTRESS (scale 1) re-
d for September to teach
MISTRY throughout the school

DLESEX
PTON SCHOOL
 Independent, U.M.C., 800
 226 in the Sixth Form
 opens for September, 1947
 1948. Strong department
 in sciences. Bilingual
 in English and Spanish.
 Muffled courses taught in
 a well equipped laboratory.
 Details available.
 Mary Burnham, with London
 Franco and Hampton supplement.
 Supply with curriculum vitae and

DLESEX
TH LONDON COLLEGIATE
SCHOOL
Edgware, Middlesex
THJ
and for September, 1978,
STANT TEACHER in the DE-
PARTMENT OF BIOLOGY, to teach
LOGY, BIOLOGY and BOTANY
Advanced Level and University
Entrance. Interest in Field and
Laboratory Studies. Fully-qualified
and efficient technician
Strong Science School.

experience with London Allow-
 applications in own handwriting,
 ator, to the Head Mistress with
 names of two referees.

CASTLE upon Tyne
 or
CASTLE COMMITTEE
CASTLE HIGH SCHOOL
CHIEF OF PHYSICS
 a 1)
 quired for September, 1978.
 as soon as possible thereafter,
 finally qualified TEACHER, for
 nment to a Scale 1 post to
 PHYSICS throughout this

including C.S.B., "Q.T.",
and "B", levels are fully
dished and effectively laughi-
level work could be made
able to graduate qualified
dates.
plication forms and further
particulars obtainable from the Head
Teacher, Woburn High School,
Woburn, Newcastle upon Tyne
or to be returned as soon
possible.

Metropolitan
Road, Bolton
TION, Scale 1

Brown, Bolton
Direct-Grant Gram-
school, 1978) a CE
1
teach English and

earlier if possible :—

EDUCATION,

Religious Studies to
particulars available
ons will also be wel-

FT/

"O" level.

STUDIES,

Technical Drawing

from the Director of
born House, Clive

une 19, 1978.



School of Technology and Design

SENIOR LECTURER
IN GENERAL STUDIES

Applications are invited from suitably qualified and experienced candidates for the above post from September 1, 1978, or as soon after that date as possible.

Applicants should hold graduate or similar qualifications in an appropriate discipline related to one or more of the following areas: Cultural Studies, Communication, Environmental Studies, Industrial Studies, Management, and Marketing. Preference will be given to trained teachers.

The salary for the above post will be in accordance with the Burnham Scale of Salaries for Teachers in Establishments of Further Education.

Senior Lecturer, £28,061 to £27,088 (bar) to £27,572.

Application forms and further details are available from the Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AV, and the completed forms should be returned by Wednesday, June 21, 1978.

THURROCK TECHNICAL COLLEGE,
Woodview, Grays, Essex. (Tel: 0375 71821)

Lecturers Grade I

required from 1 September, 1978, or as soon as possible thereafter.

1. Management and Business Studies Department:
Industrial Relations.

To teach on Shop Steward and other related courses. Industrial experience and a relevant degree required. A good knowledge of Industrial Law is essential.

Management Studies.

The Management Division requires a lecturer to contribute to a programme of Supervisory and Management Courses. The work will involve visiting companies and running courses on a residential basis (e.g. in hotels). A successful candidate will need to have wide industrial experience at Management or Director level and hold appropriate qualifications or membership of a relevant professional body.

Port Transport.

The person required will have experience in the Shipping, Port or Forwarding Industry, with up-to-date knowledge of modern methods of materials handling and/or forwarding documentation and able to offer or willing to develop either Law of Carriage and/or Finance of Foreign Trade.

Secretarial Skills.

To teach shorthand, Typewriting, Office Practice, Secretarial Duties, Greeting, and practical qualifications required.

2. Science, Catering and Art Department:

Hairdressing:

(In the Catering and Domestic Arts Division) to teach C & G 780, 180/3, 782 and Beauty Care to full and part-time students. Applicants should hold C & G 780/2 and 782 or equivalent qualifications together with good salon experience.

Re-Nursing Subjects.

To prepare full-time students for entry into Schools of Nursing and other areas of the Medical Profession. Candidates will be expected to teach Hygiene, First Aid, First Aid and if possible, a GCE 'O' or 'A' level Science subject and assist with supervision of students on visits or placement in hospitals. SRN with a nursing teaching qualification (or an appropriate Degree) required.

3. Engineering Department:

Welding Practice and Theory.

To teach Practical Welding, Welding Technology and associated subjects up to and including Part 2 of the CGLI Course No. 185. Substantial industrial experience is essential, preferably including Vehicle Bodywork.

4. Computer Studies:

Responsible to the Director of the Computer Unit for a programme of teaching on TOPS Computer Programming Courses. Schools and Colleges. Candidates should have a minimum of 14 years' practical experience in the development of short courses. A post offering wide experience and excellent prospects of promotion to applicants with formal qualifications in Computer Science or equivalent experience in Commercial Data Processing.

Teachers appointed without teaching qualifications are expected to take early advantage of part-time courses leading to qualified teacher status for which an appropriate remission of teaching hours is granted. Salary Scale: £29,122-£25,334 per annum (+ £150 outer fringe allowance).

Application forms, to be returned within 14 days of the appearance of this advertisement, and further details from the Principal.



Essex County Council

Lancashire
County CouncilFURTHER EDUCATION
FORMS/FURTHER DETAILS
FROM/RETURNABLE TO:
THE PRINCIPAL AT THE COLLEGE
CLOSING DATE: 19th JUNE, 1978
S.A.E. PLEASE

LANCASTER AND MORECAMBE COLLEGE OF FURTHER EDUCATION
Morecambe Road, Lancaster
September 1, 1978

Lecturer I in Carpentry and Joinery.
Burnham, £23,192 to £25,334.

W. R. TUSON COLLEGE, PRESTON
St Vincents Road, Fulwood, Preston
September, 1978 (or as soon as possible thereafter) —

Senior Lecturer Post.
Responsibility for "Caring Courses", to teach one of: Home Management and Family Care; Nursery Nursing; Pre-Nursing;

Social Work Courses.
Lecturer 1 Posts —

(1) Lecturer in Aeronautical Engineering.
(2) Lecturer in Electronic and Light Current Subjects.
NELSON AND COLNE COLLEGE

October 1, 1978 —

Lecturer I.

To teach and organize community-based classes in English as a Second Language.

SHIRECLIFFE COLLEGE
SHEFFIELD

Applications are invited from suitably qualified persons, preferably teacher trained, for the following posts:

1. Lecturer 1—Painting and Decorating

Candidates for this post should have suitable and varied industrial experience. A broad knowledge of craft techniques is essential as is the ability to supervise large scale project schemes.

2. Lecturer 1—Carpentry and Joinery

To teach Carpentry and Joinery, practice and technology, ranging from Standard Scheme Courses to Advanced Craft level. Applicants will be expected to have had a good industrial (preferably sitework) experience.

3. Lecturer 1—General Science

To teach General Science to a range of craft, technician and general education courses.

4. Lecturer 1—Mathematics

To teach mathematics to a range of craft, technician and general education courses.

Salary Scale: £22,913 to £24,889 p.a.

Application forms and further particulars are available from the Chief Administrative Officer, Shirecliffe College, Shirecliffe Road, Sheffield S8 5XZ. Tel: Sheffield (0742) 78301 to whom completed applications should be returned within 14 days of the appearance of this advertisement.

EDUCATION COMMITTEE

BOURNVILLE COLLEGE OF FURTHER EDUCATION
Briest Road, Bournville, Birmingham B27 2AJ
Applications are invited for the following posts:

Lecturer II for Health Science courses.

Lecturer II for Coordination of Social Work courses.

Lecturer I for Shorthand, Typing and Office Practice.

Application forms and details obtainable from the Principal.

MATTHEW ROULTON TECHNICAL COLLEGE
Shirecliffe Road, Bournville B27 2AJ

Applications are invited for the following posts to take effect from September 1, 1978, or as soon as possible thereafter:

(1) Lecturer Grade II in Accounts

To teach Accounts on a wide range of courses for national certificates and professional examinations. Ability to integrate the teaching of the subject into courses leading to the new Business Education Council Awards is essential. Candidates must hold a professional accounting qualification and have relevant experience.

(2) Lecturer Grade I in Distribution Management
To teach courses of retail and wholesale distribution management on the new Business Education Council Awards. Candidates should hold a suitable qualification and must have a minimum of 14 years' practical experience in the distribution field.

(3) Lecturer Grade I in Materials Science
To teach courses of metal and non-metallic materials science to engineering students and craft courses. Applicants should be suitably qualified with industrial experience. Previous teaching experience would be an advantage.

Application forms and further particulars may be obtained from the Principal, who will also accept applications for consideration, and not later than 14 days after the appearance of this advertisement.

Salary Scale: £22,913 to £24,889 p.a. (plus £150 outer fringe allowance).

Lecturer I, £22,913 to £24,889 p.a. (plus £150 outer fringe allowance).

Lecturer II, £22,913 to £24,889 p.a. (plus £150 outer fringe allowance).

Completion of salary according to qualifications and experience. There is a substantial pension scheme.

Interested persons should apply to the address above, indicating their appropriate industrial, commercial or teaching experience and their availability.

Applications should be sent to the Principal, Matthew Roulton Technical College, Shirecliffe Road, Bournville, Birmingham B27 2AJ.

CLOSING DATE: 19th JUNE, 1978.

For further details and application forms, contact the Principal, Matthew Roulton Technical College, Shirecliffe Road, Bournville, Birmingham B27 2AJ.

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HUMBERSIDE COUNTY COUNCIL

Hull College of Further Education

Principal: A. Tuck, B.Sc., C.Eng., M.I.E.E., M.I.E.R.E.

DEPARTMENT OF ENGINEERING

LECTURER I

in METAL FABRICATION AND WELDING

required to teach fabrication and welding subjects up to C.G.L.I. Part III level. Applicants should have appropriate industrial experience and a minimum qualification of Full Technological Certificate. Teaching duties will be mainly concerned with fabrication and welding but some mechanical engineering will also be involved. The post is salaried from 1st September, 1978.

Salary scale, Lecturer I, £23,192 to £25,334 per annum.

Application forms and further particulars are available from the Administrative Assistant (Personnel), Hull College of Further Education, Queens Gardens, Hull. Telephone: 0482 29943 (Ext. 219).

Completed application forms to be returned within 14 days of the appearance of this advertisement.

For further details and application forms, contact the Principal, Hull College of Further Education, Queens Gardens, Hull.

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COLLEGES OF
FURTHER EDUCATION
continuedBUCKINGHAMSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT

FURTHER EDUCATION

LECTURER I IN ACCOUNTS

to teach Accounts on a wide range of courses for national certificates and professional examinations. Ability to integrate the teaching of the subject into courses leading to the new Business Education Council Awards is essential. Candidates must hold a professional accounting qualification and have relevant experience.

Salary Scale: £22,913 to £24,889 p.a. (plus £150 outer fringe allowance).

Lecturer I, £22,913 to £24,889 p.a. (plus £150 outer fringe allowance).

Completion of salary according to qualifications and experience. There is a substantial pension scheme.

Interested persons should apply to the address above, indicating their appropriate industrial, commercial or teaching experience and their availability.

Applications should be sent to the Principal, Buckingham College of Further Education, Queens Gardens, Hull.

For further details and application forms, contact the Principal, Hull College of Further Education, Queens Gardens, Hull.

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For further details and application forms, contact the Principal, Hull College of Further Education

University of Wales

UWISTApplications are invited
for**SCHOOLTEACHER
FELLOWSHIP**

(English Communication Skills)

for one term: Session 1978-79

Stipend in range: £15-£35 per week

Requests (quoting Ref TES) for details and
application form to Personnel Section (Academic)

UWIST, Cardiff CF1 3NU

Closing date: 30 June 1978

RICHMOND UPON THAMES COLLEGERichmond upon Thames College is the first Tertiary
College in the Greater London and Home Counties region.**Director of
Art and Design**

Head of Department IV/V

The post of Director of Art and Design has become available owing to the retirement of the present Director. Each of the 8 Directors have responsibility for the performance and care of about 250 full-time students and a specialist curriculum interest. The Director of Art and Design will be in charge of full-time students on Foundation Art Courses and on Advanced Vocational Courses in Graphics, Illustration and Exhibition and Museum Design. Part-time students in Photography, Printing and Technical Graphics are also in the Division.

Art and Design which is taught in a purpose built block is undergoing curriculum re-structuring through DATEC and the Director will be responsible for planning the College programmes.

Salary Scales: In accordance with Burnham (FE) report. Application forms and further particulars, returnable within two weeks of the date of this advertisement, marked "Personal" may be obtained from the Assistant Principal (Resources), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SL. (Tel.: 01-892 8656).

London Borough of
RICHMOND UPON THAMES**WEST GLAMORGAN INSTITUTE OF HIGHER
EDUCATION**

Applications are invited for the following post in the Authority's Service for (at September, 1978, or as soon as possible thereafter).

**Head of the School of Art
(Burnham Grade V)**

The School offers vocational courses in the Fine and Applied Arts, including a Foundation Course in Art, Architectural Studies, Graphic Design, Pottery and Textiles, Illustration and Photography. It also provides Art and Design Units for the Diploma of Higher Education and the Bachelor of Education degree.

The successful candidate should have appropriate administrative ability, broad interests, significant professional experience and the personal qualities required to lead a team of over twenty full-time and a large number of part-time tutors. In particular, the Institute is seeking a person of vision in the field of the Visual Arts in Higher Education, who can make a significant contribution to the planning and development of high-level vocational courses such as T.E.C. Art and Design Unit and degree Schemes in the Applied Arts.

Salary Scale: £8,643-£9,099.

Application forms and further particulars are available from the undersigned on receipt of a stamped addressed f50p envelope quoting post reference F/1-18-78.

CLOSING DATE: The closing date for the receipt of completed application forms is 28th June, 1978.

John Beale, Director of Education, Education Department, Princess House, Princess Way, SWANSEA.

**COLLEGES OF
FURTHER EDUCATION**
continued

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD COLLEGE OF
FURTHER EDUCATION
Lecturer in English
£15,192 to £23,334 including
supplements.

Application forms and further
particulars are available from the
Principal, Stafford College of Further
Education, East Street, Stafford
ST6 2QR.

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER
EDUCATION
Lecturer in Practical and Theoretical
Aspects of Food Production
£15,192 to £23,334 including
supplements.

Application forms and further
particulars are available from the
Principal, Stafford College of Further
Education, East Street, Stafford
ST6 2QR.

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER
EDUCATION
Lecturer in Beauty Therapy
£15,192 to £23,334 including
supplements.

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Education, East Street, Stafford
ST6 2QR.

STAFFORDSHIRE
EDUCATION COMMITTEE
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EDUCATION
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**COLLEGES OF
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Application forms and further
particulars are available from the
Principal, Stafford College of Further
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ST6 2QR.

**Nene College
Northampton****SCHOOL OF MATHEMATICS, MANAGEMENT AND
BUSINESS STUDIES**

Applications are invited for the following ap-
pointment to date from September 1, 1978, or as soon as
possible thereafter.

LECTURER II IN MANAGEMENT STUDIES
with progression to Senior Lecturer

Applicants should have relevant industrial or Com-
mercial experience, good qualifications, and a high
interest in the development of Management Courses.
Candidates will be expected to teach in one or more
of the following areas: Industrial Relations, Pro-
duction, Industrial Management, Marketing, Per-
sonnel Management, Exporting and Overseas Trade,
General Management.

Application forms and further particulars obtainable
from: Dr A. J. Wood, Dean School of Mathematics,
Management and Business Studies, Nene College,
Mount Park, Northampton NN2 7AL (Tel.: 71800),
returnable by Monday June 26.

MINISTRY OF DEFENCE**Burnham Lecturer Grade I**

in the

Techniques Department

of the school of

Electronic Engineering

Arborfield, Berkshire

Applications are invited from suitably qualified
Engineers/Teachers to fill the following post:

A LECTURER GRADE I IN RADAR TECHNIQUES
who is required to teach in the following areas:

1. Radar systems engineering
2. Microwave engineering
3. Pulse and digital system techniques

as applied to military systems.

Salary will be in accordance with the Scales for
Teachers in Establishments for Further Education,
England and Wales, i.e., £2,460-£4,377 p.a. according
to qualifications and experience, plus Supplement.
A pensionable allowance of £582 p.a. will also be paid
for the slightly longer working year.

The appointment will be superannuated under the
Teachers' Superannuation Scheme and the successful
candidate will be granted established civil service
status.

Requests for application forms and further details
should be made to the Ministry of Defence, CM(4)42,
Room 339, Lagoon House, Theobalds Road, London
WC1X 8RY, quoting reference AW/1473.
Closing date 23 June, 1978.

**COULD YOU TEACH
THE NAVY A THING OR TWO?**

If you have the rare combination of
talent, initiative and leadership, you
could become an Instructor Officer.
As the title implies, you'll be for more
than just a teacher. You'll be an Officer
in the Royal Navy.

And that means you'll be expected
to exercise authority and constantly set
an example.

Your students could range from
new entry ratings to Officers on post-
graduate courses. If you haven't taught
before, don't worry. We'll train you. At 24
you could be earning £5,078 p.a.

You can join on a 5-year Short
Career Commission with the option of
leaving after 3 years, with a tax-free
gratuity of £515 for each year of service.

There are also opportunities after 2
years' service to apply for transfer to a
longer-term commission.

Of course, there's much more to life
in the Royal Navy than we can tell you
about here. So if you'd like to know more
about a career as an Instructor Officer,
and you're between the ages of 21 and
32, with a degree, HND or HNC, or a
teaching certificate, write to the address
below giving details of your qualifications.
Captain W. A. Waddell OBE AOC
BSC, PEE, RN, DNOA(1), (949) OEA
Room 120, Ripley Block, Old Admiralty
Building, London SW1A 2BB.

ROYAL NAVY OFFICER

**COLLEGES OF
FURTHER EDUCATION**
continued**WILTSHIRE
TECHNICAL
COLLEGE**

Lecturer Grade I, POLYMER
Technology
£15,192 to £23,334 including
supplements.

Application forms and further
particulars are available from the
Principal, Wiltshire Technical
College, Marlborough Road, Trowbridge,
Wiltshire, SN1 2JL.

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£15,192 to £23,334 including
sup

CRAFT INSTRUCTOR-POTTERY

Adult Training Centre, Mitcham, Surrey

The person appointed to this post should have appropriate qualifications or experience in pottery/ceramics and in addition preference will be given to applicants in possession of the Diploma in Training and Further Education of Mentally Handicapped Adults. The work would involve responsibility for supervision and training of up to 10-12 trainees, and in providing a working environment which would enable the mentally handicapped person to acquire new skills and develop to their potential.

Pottery is one of a variety of activities which forms an integral part of the work of the Centre, whose overall objective is to provide a comprehensive training programme for the individual, so designed as to maximise the mentally handicapped person's development towards a goal of independent living.

SALARY: £2,790-£3,806, together with Phase 2 Pay Award of 5 per cent.

Informal visits to the Centre prior to interview welcomed. Manager, Jan Malinowski, 01-840 1981.

Application forms available from Director of Social Services, 116 Kingston Road, Wimbledon, S.W.19, or telephone Betty Wilsner on 01-540 8322, ext. 211.

LONDON BOROUGH OF MERTON

St. Christopher's Community Home with Education, Hayes, Middlesex.

TEACHER/INSTRUCTOR

HORTICULTURE £3688 plus 8% p.a. EDA min. for qualified teacher.

St. Christopher's is a Community Home with Education for a maximum of 22 disturbed/delinquent boys between the ages 15-17 years. The boys live in five self-contained units. There is an establishment for eight teachers responsible in the first place to the Assistant Principal (Education). Over and above the normal teaching week, teachers are expected to do 16 hours extraneous duty for which there is a payment of £270 p.a. Education and Social Work are integrated into the overall therapeutic aims of the Community.

Candidates should preferably be trained teachers though professional craft qualifications would be acceptable. They should have personal characteristics of enthusiasm, understanding and flexibility and should be able to offer satisfying and enriching experiences. There will, of course, be no necessary contact with the parents.

For formal discussion and to arrange a visit please ring Tony Hoey (Principal) or Jim Barclay (Assistant Principal - Education). Telephone 01-873 1131/0180/0099.

Salary: either qualified teacher Burnham 1 Scale plus £284 p.a. or unqualified teacher Burnham 1 Scale plus £284 p.a. plus £270 p.a. for 16 hours extraneous duty. London weighting £287 p.a. and extraneous duties allowance £270 p.a. are also payable.

Fringe benefits may include up to £400 legal fees involved in house purchase, 75 per cent removal expenses, lodging allowance and temporary staff accommodation.

Application forms and details from the Personnel Officer, Ref: 818/28/308X, 116 Kingston Road, Wimbledon, London SW19 9JL. Closing date 23 June, 1978.

LONDON BOROUGH OF ILLINGDON

THE CENTRE FOR BRITISH TEACHERS LIMITED GERMANY

The Centre for British Teachers Limited has a number of additional vacancies for British Teachers to teach English in secondary schools and Further Education establishments in Nordrhein-Westfalen for the academic year 1978/79.

Qualifications: Applicants must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.

Salary: £15 to £350 per month, plus in Germany. Marked. Entry point depends on number of years previous full-time experience. An allowance of £75 per month is paid to married teachers and £25 per month for each dependent child (DM 4.00-£1).

SALARIES ARE FREE OF GERMAN AND BRITISH INCOME TAX FOR PERIODS OF 12 MONTHS AND UPWARDS.

Contract: Contracts are for one calendar year from August 1978.

Teaching Load: 20 to 21 45-minute class periods a week depending on school type. Classes usually take place in the mornings only.

Travel: Fares to and from Germany at the beginning and end of the contract for teachers.

For details and application forms: The Centre for British Teachers Limited (TCBTL), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-442 2982/5.

COLLEGES OF HIGHER EDUCATION continued

LIVERPOOL (City of) COLLEGE OF HIGHER EDUCATION

Liverpool Road, Prescott, Merseyside L35 4DR, 6201.

Applications are invited for the post of **LECTURER IN PHYSICS**. The successful candidate will be expected to teach Applied Physics and to supervise the work of students in the Department of Physics. The successful candidate will be expected to teach Applied Physics and to supervise the work of students in the Department of Physics.

NORFOLK COUNTY COUNCIL

NONFOLK COUNTY COUNCIL OF HIGHER EDUCATION

The following posts are available as of 1 September 1978.

RMS LECTURER IN LAW AND BUSINESS STUDIES

To join a team of five teaching ONC D, HNC D Foundation and Professional Accounting qualification required with a general background of business knowledge to which law teaching relates.

CI LECTURER IN PLUMBING

Applicants must be sufficiently well qualified and experienced to teach City & Guilds Craft and Advanced Craft Certificates including Sanitation, Domestic Heating and Construction Services Welding.

CI LECTURER IN HOTEL-RESTAURANT AND CATERING

To teach Management Theory and some related specialist techniques up to HND and HICMA professional level.

The successful applicant will have an appropriate degree or equivalent qualification and recent managerial experience in the hotel and catering industry.

Application forms and further details may be obtained from the Personnel Officer, 116 Kingston Road, Wimbledon, London SW19 9JL. Closing date 23 June, 1978.

NORTHAMPTON NEW COLLEGE

LECTURER IN GRADE 1 PHYSICS

A closely related discipline to the Physics Department, the successful candidate will be expected to teach Physics to G.C.E. advanced level and to supervise the work of students in the Department of Physics.

Application forms and further details may be obtained from the Personnel Officer, 116 Kingston Road, Wimbledon, London SW19 9JL. Closing date 23 June, 1978.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

DOVER ADULT EDUCATION CENTRE

DOVER ADULT EDUCATION CENTRE

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DOVER ADULT EDUCATION CENTRE

DOVER ADULT EDUCATION CENTRE

SOUTH GLAMORGAN COLLEGE OF HIGHER EDUCATION

EDUCATION DEPARTMENT

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Community Homes and Associated Institutions

LANCASHIRE SOCIAL SERVICES DEPARTMENT

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Assessment Centres

BARNESLEY (Metropolitan Borough Council)

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OXFORDSHIRE COUNTY COUNCIL

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SWITZERLAND AIGLON COLLEGE

This International Boarding School in the Swiss Alps for 250 boys and girls, 11 to 18, requires for September, 1978, an:

EXPEDITIONS MISTRESS

to assist in the running of an extensive outdoor pursuits programme and to take particular responsibility for the organization of the girls' weekend expeditions. Mountain Leadership Certificate or equivalent experience required. The post is residential and is combined with a part-time classroom teaching programme, preferably in Geography and/or French.

Applicants must be prepared to respond to the challenge of working in an international community and to make a full contribution to the life of the school in which care of the individual and spiritual values are stressed.

Apply with curriculum vitae, testimonials, two referees and 'phone numbers (over and overseas) to the Headmaster, Aiglon College, 1885 Chesières Villars, Switzerland. Telephone Chesières (025) 3 27 27.

MARRIED COUPLE TO TEACH IN IRAN

Teaching married couple required for English Language School in Abadan, Iran. Possible opening for age levels 7-13. Ability to teach all subjects necessary. Preferably one teacher for maths/science specially for age level 10-13.

Transportation and housing provided. Salaries negotiable commensurate with qualifications.

Please send details to:

The Principal
Jahan School, P.O. Box 180
Abadan, Iran

THE TIMES EDUCATIONAL SUPPLEMENT 9.6.78

YOUTH AND COMMUNITY SERVICE continued

Overseas Appointments

GERMANY
THE PITMAN SCHOOL is looking for a teacher to teach English to German students. The school is located in the town of ...

FRANCE
TEACHERS for primary and secondary schools are required for the French language school in ...

URUGUAY THE BRITISH SCHOOLS MONTEVIDEO

Headmaster of Senior School: M. W. Cross, Esq., M. A. require, from 1st March, 1979.

A HEAD OF ARTS DEPARTMENT

Candidates should have a degree in either English History and will be required to teach both subjects the equivalent of 'A' level. They should be able to have a post-graduate TEFL qualification and the ability to teach the Theory of Knowledge course of the International Baccalaureate. A willingness to participate in extra-curricular activities is essential.

The salary will be based on Barnham Scale 1. There is an overseas allowance, payable in sterling, of £2,000 per annum. Return air fares will be paid by the school, and the accommodation subsidised. The employer's pension U.K. superannuation will be paid. Initial contract preferably for three years to December 1981 renewable. The schools are co-educational, independent day school and there are approximately 300 pupils aged 14-19 in the Senior School.

For further information and an application form, please write to or telephone: Miss Elizabeth Whitcomb, Gabbins-Thirling Services Ltd., 6, 7 & 8, Backwell, Piccadilly, London W1X 2HR; 01-734 0161.

The British Council SCIENCE DEVELOPMENT

Applications are invited for the post of Science Development Adviser (Secondary)

Ministry of Education
Government of Bangladesh

The British Council has agreed to fill this post under its Community Teaching of Science Scheme.

The successful candidate will have a degree and a postgraduate qualification in science education. He/she should have experience in the planning of the introduction of the subject of science in the curriculum of secondary schools. The holder of the post will be expected to work closely with school teachers and to provide them with advice and support. The post is for a period of two years, renewable.

The salary will be £15,000 per annum, plus a housing allowance of £1,000 per annum, plus a travel allowance of £500 per annum. The successful candidate will be required to travel extensively within Bangladesh. The post is for a period of two years, renewable.

THE TIMES EDUCATIONAL SUPPLEMENT 9.6.78

OVERSEAS Appointments continued

GERMANY
THE PITMAN SCHOOL is looking for a teacher to teach English to German students. The school is located in the town of ...

FRANCE
TEACHERS for primary and secondary schools are required for the French language school in ...

THE OPEN UNIVERSITY The Health Education Council

Senior Research Officer

Curriculum Development Project on "Child Development and Family Life"

Applications are invited for the post of Senior Research Officer on a new Curriculum Development Project at the Open University and funded by the Health Education Council (subject to confirmation).

The purpose of the project is to survey the teaching of child development/family life in primary schools, to investigate the potential of the materials produced by the Community Education Section, for use in schools, and to develop distance learning materials for teachers based on those courses.

Applicants are likely to have had substantial experience of both teaching and research. They should be able to undertake classroom-based teaching, the organization of curriculum development workshops with teachers and the drafting of learning materials. They should also be able to define research objectives and methodologies, to undertake research projects, write up the research and prepare reports for both national and external use.

Applicants should be able to work on their own initiative, but within the environment of a project team and in collaboration with teachers, local education authorities and other providers.

The post is based at the Open University headquarters in Milton Keynes, Buckinghamshire. Some travel may be required during the first phase of the project, and the successful candidate will be expected to visit schools and to collaborate with teachers and teachers' centres during the preparation of learning materials. The post is for two years from September, 1978, and will be at an appropriate point on the Senior Research Officer scale of £5,700 to £7,300 plus membership of USS, or secondment by arrangement.

Applications close on 1 June 1978.

Applicants should send their curriculum vitae, a statement of their own initiative, and a list of references to the Personnel Manager (SRCS), The Open University, PO Box 75, Walton Hall, Milton Keynes MK7 6AL, or by telephone from Milton Keynes 65988 (24-hour answering service).

DEPARTMENT OF EDUCATION FOR NORTHERN IRELAND

Secondary Schools Reorganisation

The Northern Ireland Schools Curriculum Committee has been invited by the Minister of State for Education, Lord Mervyn, to prepare a guide and commentary, from the standpoint of Northern Ireland, on the reorganisation of secondary education on non-selective lines. The purpose of this guide will be to assist principals in preparing their schools to meet the needs of a wider ability range.

The Committee wishes to appoint two persons who will provide full-time assistance in this task. The successful candidates will be responsible, through the Assistant Secretary, for preparing reports and for providing advice and support to principals in the field of the reorganisation of secondary education.

Applications are invited for two posts which will be for a period of one year, with the possibility of extension for a further year.

POST A: Based at Stranmillis College, Belfast

The person will be expected to study and collate existing literature relating to the organization and management of non-selective schools, and to examine possible options in subject structures within the curriculum. The successful applicant will work closely with school teachers, and will be expected to travel extensively within Northern Ireland.

POST B: Based at the New University of Ulster, Coleraine

The person appointed will be responsible through the Assistant Secretary to a Steering Committee, for the day-to-day supervision of the reorganisation of secondary education in Northern Ireland.

THE TIMES EDUCATIONAL SUPPLEMENT 9.6.78

OVERSEAS Appointments continued

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CAREERS OFFICERS

£3,584-£3,962 or £4,050-£4,402
Staines/Woking

To join the team of Careers Officers in North Surrey and to undertake a general caseload in Staines (1 post) and Woking (1 post). Candidates should have a degree or equivalent qualification and be qualified for the work of the Careers Service. Salary according to age and experience. Car mileage and subsistence expenses payable, together with generous relocation expenses in approved cases. Further details from the County Education Officer (Ref. CS/MB), Careers Service, Education Department, County Hall, Kingston upon Thames, Surrey, KT1 2DJ. Tel. 01-546 1050, ext. 3483. Closing date: 10 days from appearance of advertisement.



Deputy Principal Youth Officer

Salary Range: £7,868.80-£8,669.80
(salary inclusive of London Weighting and Phases I and II supplements)

This is a new position. Applicants should have an appropriate academic or equivalent qualification and should have held a senior post in the Youth Service. Proven management ability and experience are essential.

CAREERS SERVICE Deputy Principal Careers Officer

Salary Range: £7,868.80-£8,669.80
(salary inclusive of London Weighting and Phases I and II supplements)

Experience in the Careers Service or directly relevant work is essential, together with the administrative experience appropriate to the direction of this large and expanding service. Possession of a qualification recognised by the Local Government Training Board would also be an advantage.

Application forms and further details from the Education Officer (EO/EA/1), Room 367, The County Hall, London, SE1 7PB. Please enclose a stamped addressed envelope. Forms to be returned by 29 June 1978.

NORTH YORKSHIRE COUNTY COUNCIL

PROFESSIONAL ASSISTANT

AREA EDUCATION OFFICE, YORK

Salary Scale: PO1(a), £4,689-£5,250 plus £520.56 per annum supplement (salary increase expected from 1st July, 1978)

The Professional Assistant (York/Selby Area) will work with the Area Education Officer as the second of two professional officers based at York. The post will provide an interesting opportunity for a person who is an honours graduate, with educational teaching experience, who wishes to gain experience of area educational administration in a large county. Experience of education administration would, however, be an added advantage. It is hoped to make an appointment to date from the 1st September, or as soon as possible thereafter.

PROFESSIONAL ASSISTANTS (2 posts)

COUNTY HALL, NORTHALLERTON

Salary Scale: SO1/SO2, £4,239-£4,692 plus £520.56 per annum supplement (salary increase expected from 1st July, 1978)

Duties will be either in the field of further education, primary education or special services and will provide an interesting opportunity for persons who are honours graduates with successful teaching experience. The post will be vacant from the 1st July and early September and it is hoped to make appointments to date from the 1st September, or as soon as possible thereafter.

Applications for these posts are invited by letter to the County Education Officer (Room 35), County Hall, Northallerton, North Yorkshire DL7 5AR, from whom details of the posts are available. Closing date: Tuesday, 26 June 1978.

OVERSEAS TEACHING POSTS

2 LECTURERS IN ENGLISH LANGUAGE (SINGAPORE)

Ngee Ann Technical College, Singapore
Degree, one year postgraduate TEFL qualification and minimum of two years' experience required.
Salary: \$1,315 to \$2,420 per month (rate of exchange, approximately \$4.3 equals £1).
Benefits: two-year contract, annual leave, 78 HO 133-135

2 ASSISTANT DIRECTORS OF STUDIES (IRAN)

British Council Teaching Centres, Tehran (Ferdowsi and Kuye Nik Centres)
ADOS Ferdowsi Centre: To give management assistance to Director of Studies (English for Mixed Groups) and Director of Studies (English for Special Groups) in financial and personnel matters and in keeping academic records. Responsible for day-to-day running of Ferdowsi Centre and for detailed development of Student Resource Centre and English Studies Resource Centre. Also responsible for editorial work on proposed publications and either academic development of post-FCE programmes or management of an ESG programme.
ADOS Kuye Nik Centre: To be responsible for management of Teacher Education Section, running training programme and in-service training to Ministry of Education. Also responsible to both Directors of Studies for day-to-day running of Kuye Nik Centre and for the management of all ESG and EMG programmes there.
Qualifications: Degree plus Diploma or MA in Applied Linguistics plus six years' TEFL post-graduate experience to include: publications and either academic development of post-FCE programmes or management of an ESG programme.
Salary: £8,577 to £7,707 pa.
Cash benefits to include accommodation allowance up to £2,000 pa; baggage and installation allowance up to £1,268 pa; also employer's portion of UK superannuation.
Two-year Direct Service contract, renewable. 78 HO 133-135

ASSISTANT DIRECTOR OF STUDIES (ESP) (IRAN)

Scientific English Study Skills Project, British Council Teaching Centre, Tabriz
Main duties under contract to teach ESP in Faculties of Engineering and Medicine in University of Azarabadegan. Administration of day-to-day running of project, liaison with British Council and University authorities; responsibility for all teaching services provided; direction and reporting of research side of project.
Degree plus MA in Applied Linguistics or MSc in Basic Sciences plus five years' teaching experience including ESP at University level and full responsibility for teaching project or ESP course. Single candidates over age 30 preferred but married eligible (maximum two primary-age children).
Salary: £8,577 to £7,707 pa. Cash benefits to include accommodation allowance up to £2,000 pa; baggage and installation allowance up to £1,268 pa; also employer's portion of UK superannuation.
Two-year Sub-formula contract, renewable. 78 HO 133-135

LECTOR IN ENGLISH LANGUAGE (YUGOSLAVIA)

University of Priština
To teach English Language to students in the Department of English.
Candidates should have a degree in English or Modern Languages; TEFL qualification with phonetic competence desirable.
Salary: 7,600 new Dinars per month (currently £1 equals ND33.4) not convertible plus £1,268 sterling subsidy. Free accommodation available. Starting date: October 1, 1978.
One-year Sub-formula contract, renewable. 78 HO 133-135

SENIOR TEACHER/TEACHER OF ENGLISH (ESP) (IRAN)

British Council (for National Iranian Oil Company), Ahwaz
Two Senior Teachers and Teacher to teach English for Special Purposes, to oil company employees and prepare materials. Senior Teachers also to do testing and course planning.
Degree and one year postgraduate qualification in TEFL for all three posts plus four years' relevant experience for Senior Teachers and two/three years' for Teacher. 78 HO 133-135

THE BRITISH COUNCIL
